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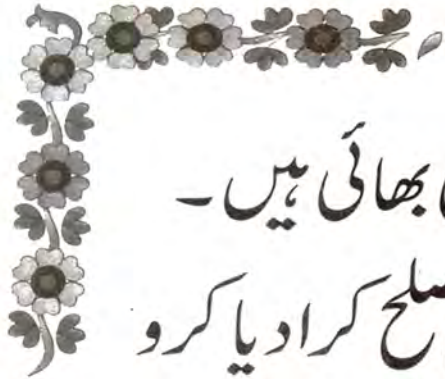
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**“Greed is a Curse.”**



**Textbook**

# **English**

## **Grade 2**

**Based on Curriculum 2020**



**Khyber Pakhtunkhwa Textbook Board  
Peshawar**



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Approved by: Directorate of Curriculum & Teacher Education (DCTE) Khyber Pakhtunkhwa  
Abbottabad vide NOC No. 1509-11/G-04/CTR/Eng.II Dated: 12-03-2021.

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Academic Year 2022-23  
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# About the Book



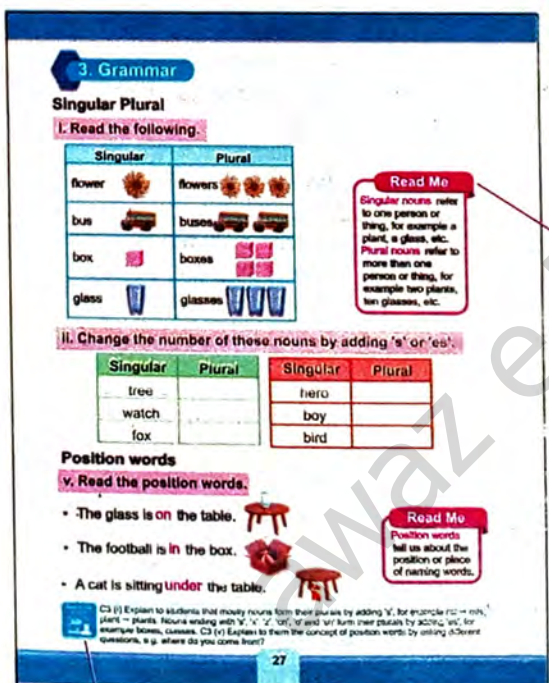
Learning outcomes provide key learning expectations.

Each unit revolves around a social/ethical theme and content for the development of four language skills.



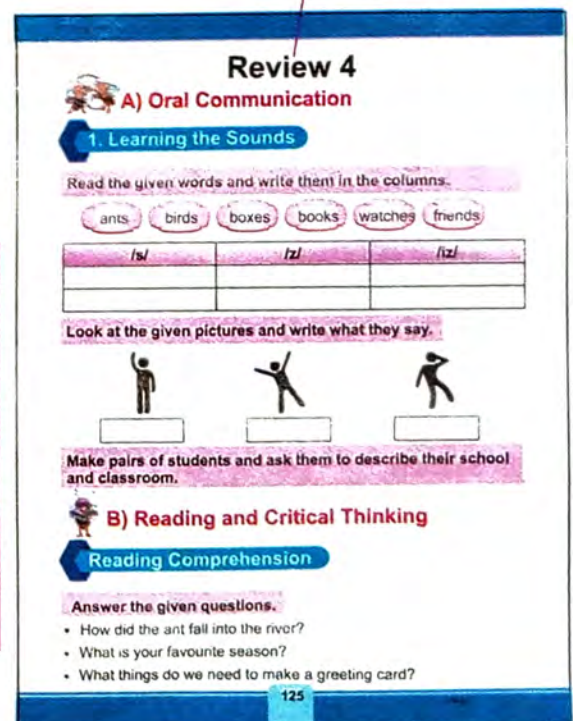
Text is organised around the theme of the unit. Pictures aid in better understanding of the text.

Review pages have been provided throughout the book to assess students' learning.



It provides information about the concept being taught.

Each unit is divided into four major sections. These sections collectively develop spelling and other language skills: reading, writing, listening and speaking.



Teaching points make teaching more effective and skillful.



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Unit	Page	Themes	Sub theme	Oral communication
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2. My Home and Homeland	11	Self, people and places	My Family	Consonants and vowels Consonant Blends Introduce self and family
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<b>Review-1</b>		<b>29</b>		
4. Bee on my Nose	33	Life Skills	Being Grateful	Consonant clusters Listen and respond to more commands Express needs and feelings
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Reading and Critical Thinking	Language Focus	Grammar	Writing
Question and answers Digraphs Choose the correct answer	Words meanings, Rhyming Words Animal names, Introduce self and family, Sight words	Nouns Pronouns	Writing two-syllable words
Question and answers Choose the correct answer	Words meanings Syllables Sight words	Adjectives Action words	Writing simple sentences
Question and answers Sight words Naming, action and describing words Choose the correct answer	Words meanings Fruit and vegetable names Sight words	Singular plural Position words Pronouns	Completing a paragraph
Question and answers Consonant blends Choose the correct answer	Words meanings Rhyming words Polite words, Sight words	Pronouns as subjective case Use of 'is', 'am' and 'are'	Writing sentences on the given topic
Question and answers Sentences Choose the correct answer	Words meanings Parts of the Body Sight words	Words to show possession Prepositions Articles	Writing a dialogue
Question and answers Common objects Choose the correct answer	Words meanings Objects in the classroom and at home Sight words	Masculine and feminine Pronouns Omission of articles	Listing items Writing sentences
Question and answers Information on a clock and calendar Choose the correct answer	Words meanings Colours, Shapes, Sight words	'Has' and 'Have' Capitalisation	Writing numbers in words
Question and answers Alphabetical order Brainstorming Choose the correct answer	Words meanings Rhyming words, Directions Sight words	Proper nouns Pointing words	Writing ordinal numbers in tens Rhyming words
Question and answers Charts Choose the correct answer	Words meanings Cardinal numbers Sight words	Pronouns (revision) Punctuation	Ordinal numbers Writing date and caption
Question and answers Title and table of content Picture dictionary Choose the correct answer	Words meanings Ordinal numbers Sight words	Question words Comma Punctuation	Replacing rebus with words in a story Completing a story
Question and answers Characters of a story Choose the correct answer	Words meanings Multi-step directions Sight words	Commands Requests	Making and writing a greeting card, Write name, phone number and address
Question and answers	Words meanings, Rhyming words Words to ask permission Sight words	Question words	Rhyming words Fill in speech bubbles



## Unit 1

# A Tiny Creature

### Learning Outcomes

After completing this unit, you will be able to:

- recite poems.
- use pre-reading strategies to predict the poem by looking at picture(s) in the text.
- respond to the text (post-reading) to express likes/dislikes about the poem.
- comprehend simple poems read aloud in class.
- comprehend and respond to simple wh-questions.
- pronounce and match the initial and the final sounds of common words depicted in pictures with their corresponding letters.
- articulate the sounds of letters of the alphabet in random order.
- identify, articulate, and differentiate between the sounds of individual letters, digraphs in initial and final positions of a word.
- read and recite short poems or rhymes with actions.
- articulate and recognize simple rhyming words.
- recognise and classify into different categories, some simple naming words from pictures and immediate surroundings e.g. parts of body.
- articulate, recognize and use some formulaic expressions to introduce self and talk about family.
- recognize and match common singular naming words from immediate environment.
- classify naming words into different categories such as person, pet, animal, place or thing.
- use naming words in their speech and writing.
- illustrate the use of substitution words learnt earlier as subjective case.
- write simple two/three-syllable words with correct spellings. Leave spaces between words.







## Getting Started

Look at the picture below. Arsim is very happy to see colourful flowers, a bright shiny sun, a clear blue sky and butterflies. He is thanking Allah (سبحانه وتعالى) for all these things.



### Let's Talk

- Do you see different things around you that Allah (سبحانه وتعالى) has made for us? Name a few of them.
- Do you thank Allah (سبحانه وتعالى) for all of His blessings? How?



# The Bug

## Pre-reading

- Look at the given picture and describe the insect.
- What do you understand by the title of the poem?

And when the rain had gone away  
And sun was shining everywhere,  
I ran out on the walk to play  
And found a little bug was there.

And he was running just as fast  
As any little bug could run,  
Until he stopped for breath at last,  
All black and shiny in the sun.

And then he chirped a song to me  
And gave his wings a little tug,  
And that's the way he showed that he  
Was very glad to be a bug!

**Marjorie Barrows**



## While-reading

Are all bugs  
harmful?

## Post-reading

- Have you ever heard the sound of a bug?
- Did you like the poem 'The Bug'?



Model the poem by reading with correct pronunciation and intonation. Encourage students to recite the poem aloud. Tell them that insects are a tiny creature of Allah (سبحانه وتعالى).





## A) Oral Communication

### 1. Learning the Sounds

#### Initial and Final Sounds of letters

i. Read and say the given words with their initial and final sounds aloud.

##### Initial sound

rain bug little

##### Final sound

glad black chirp

ii. Say and match each picture with its initial letter sound.

k  
l  
d



h  
f  
n



iii. Say and match each picture with its final letter sound.

e  
p  
c

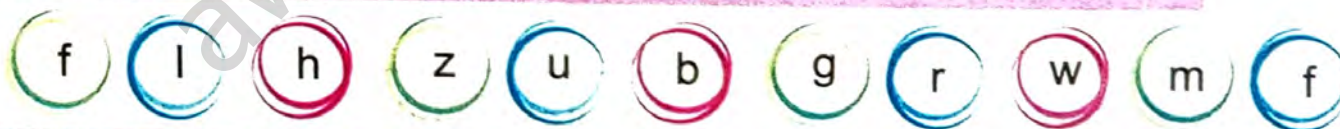


w  
n  
o



### 2. Learning to Speak

i. Say the sounds of the given letters of the alphabet.



ii. Make a few words using these sounds.



A1 (i) Explain students the initial and the final sounds of different words. A2 (i) Ask them to say the given letters with correct pronunciation.





## B) Reading and Critical Thinking

### Reading Comprehension

#### I. Answer these questions.

- What did the poet find on the way?
- Why did the bug give his wings a tug?
- Why did the poet go for a walk?

#### ii. Read the given digraphs in initial and final positions.

Initial position			Final position		
ch	sh	th	ch	sh	th
chirp	shine	three	rich	wish	breath
chair	shop	that	much	push	cloth

#### Read Me

A **digraph** is a combination of two letters that makes a single sound, for example she, thick and dash.

#### iii. Circle the words with digraphs (ch, sh, th) in initial position and tick the ones with these digraphs in final position.

cheese   much   shark   brush   thin   with

#### iv. Find more words with the digraphs (ch, sh, th).

#### v. Read the lesson again and fill in the blanks with the correct options.

- The poem 'The Bug' is written by \_\_\_\_\_.
  - i) Harry Behn
  - ii) John Milton
  - iii) Marjorie Barrows
  - iv) Ogden Nash



A (ii) Have students recall digraphs. B (v) Encourage them to read the poem again and circle the answers.



- The poet finds a \_\_\_\_\_ while walking.  
i) bug                      ii) ant                      iii) fly                      iv) moth
- The little bug was \_\_\_\_\_ to be a bug.  
i) sad                      ii) angry                      iii) afraid                      iv) glad
- Little bug gave a little tug to its \_\_\_\_\_.  
i) feet                      ii) wings                      iii) eyes                      iv) antenna



## C) Language Focus

### 1. Vocabulary Building

#### i. Read the given words with their meanings.

bug	an insect
chirp	a short sharp sound made by some insects/birds
tug	to pull something hard or suddenly
glad	happy
breath	air taken into the lungs and blown out again

#### Rhyming words

#### ii. Read the given rhyming words.

away

play

tug

bug

#### iii. Match the given rhyming words.

me



fast



where



last



there



she



#### Read Me

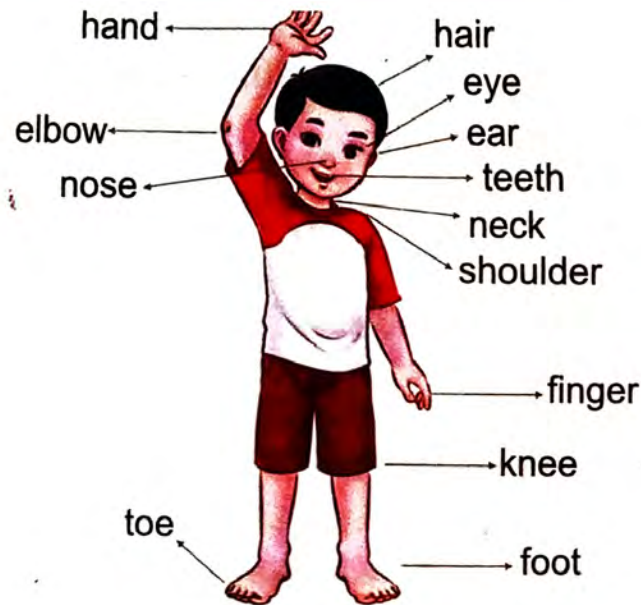
Rhyming words have the same ending sounds.



(i) Ask students to memorise vocabulary words with their meanings. Ask them to use these words in their daily conversation. (ii) Have them recall the concept of rhyming words.



#### iv. Look and read the parts of the body.



#### v. Read and practise the given dialogue.

**Qasim:** Assalaamu Alaikum! How are you?

**Yasir:** Wa Alaikum Assalaam. I'm fine, and how are you?

**Qasim:** I'm fine too. Meet my younger brother, Ayaan.

**Yasir:** How are you, Ayaan?

**Ayaan:** I'm good.

**Yasir:** Nice to see you.

**Ayaan:** Nice to see you too, thank you.

## 2. Learning to Spell

#### i. Read the given sight words.

from

good

about

ride

over

your

any

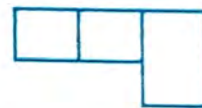
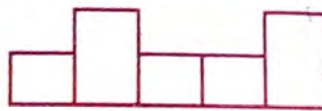
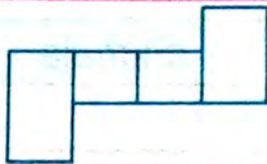
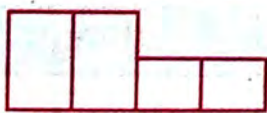
blue



C1 (iv) Ask students to look at the given picture and read the names of parts of the body. Point towards your eyes, nose, etc. and ask them to name the parts of the body. C1 (v) Ask them to role-play the dialogue given above.



ii. Write sight words in the shape box that fits.



iii. Circle the correct spelling in each row.

glad

glade

gled

cherp

chirp

churp

shini

shyni

shiny

black

blake

blacke

weng

wing

weeng

### 3. Grammar

#### Nouns (Naming Words)

i. Match the objects with the naming words.



#### Read Me

A **noun** is the name of a person, place, animal or thing, for example boy, garden, book, etc.

☐ sun

☐ child

☐ bird

☐ tree

☐ ball



C2 (ii) Encourage students to circle the correct spelling in each row. C3 (i) Have students recall the concept of naming words. Tell them that naming words are also called nouns.



ii. Think of some naming words. Write them in the given columns.

people	place	animals	things

iii. Write any five naming words in your notebook. Also make sentences with them.

## Pronouns (Substitution Words)

iv. Read the given sentences and notice the use of pronouns in the subjective case.

- She is a good girl.
- It is a cute cat.
- He is a naughty boy.
- I like to eat vegetables.
- They are playing.
- You are great.
- We are happy.

### Read Me

A **pronoun** is a word that can be used in place of a noun. When we replace the subject with a pronoun, we use these pronouns: I, you, he, she, it, we, they.

v. Write a sentence with each given pronoun in your notebook.



## D) Writing

### 1. Learning to Write

i. Read the given two-syllable words.

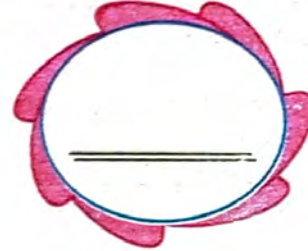
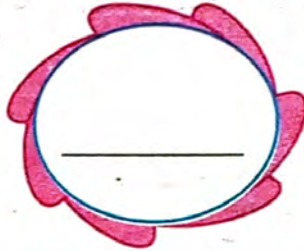
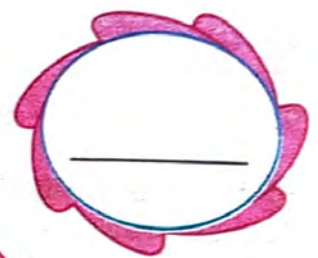
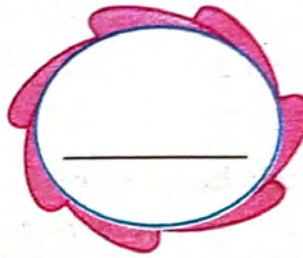
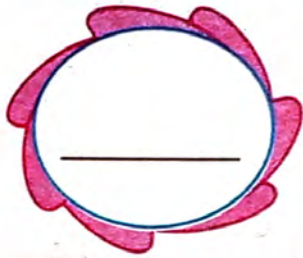
words	syllable division
little	lit·tle
perfect	per·fect
money	mon·ey
lovely	love·ly
improve	im·prove



(iv) Have students understand the concept of pronouns by giving more examples. (i) Ask them to read the given two-syllable words and notice the syllable division in them.



ii. List at least five more two-syllable words.



## 2. Creative Writing

Write five sentences about blessings of Allah (سبحانه و تعالیٰ) using the given word bank.

great

like

many

little

creatures

Five sets of horizontal lines for writing sentences, each set consisting of a top line and a bottom line.



D2 Guide students through spacing words properly and evenly. Encourage them to use correct punctuation and spelling while writing sentences.



## Unit 2

# My Home and Homeland

### Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- respond to the text (post-reading) to express understanding of a story through pantomime and a simple role-play.
- comprehend a simple story read aloud in class.
- comprehend and respond to simple wh-questions.
- identify /classify words that begin with consonant or vowel sounds.
- articulate, recognise and use some formulaic expressions to introduce self and talk about family.
- recognise and identify consonants and vowels in the English alphabet.
- interact with a text and use reading strategies (while-reading) to locate specific factual information to answer in a word or two simple short questions.
- recognise and pronounce with reasonable accuracy common two-consonant clusters in initial position.
- recognize and classify into different categories of some simple naming words from pictures and immediate surrounding e.g. animals.
- provide the missing letter in simple two/three syllable words.
- identify and use common action words.
- identify and match some pairs of describing words showing quality, size and colour, e.g. soft/hard, big-small, black/white.
- construct simple sentences of three/four to five/six words using correct capitalization, punctuation and spelling.







## Getting Started

Pakistan is our beloved homeland. We live here and we are fond of it just as we are fond of father and mother. We are fond of our country because it nourishes and protects like our papa and mama. It makes us who we are. Just as it is nice to honor your parents, its a good thing to honour the land we call home.



### Let's Talk

- What is the name of your country and city/village?
- How do you show your love for your country?
- How do you celebrate Independence Day?



# My Home and Homeland

## Pre-reading

- Look at the pictures and tell what is happening.
- Do you share your bedroom and things with your brothers or sisters?



I am Maha. I am a Pakistani girl. This is my home. I live in it with my family. I have two brothers and a sister.

There's no place like home. Getting home at the end of a long day at school, I'm thrilled by mom's sweet greetings, "welcome home". Putting off school coat, slipping off shoes, the welcoming words of my mama are echoed by the Mitto, my pet parrot. The smell of cooking in the kitchen makes me hungry.



Mama entertains us with our favourite dishes. My fond dish is 'aloo paratha'. Kashif and Hasher like Biryani and little Zony loves cheese potato. Papa's and Mama's favourite dish is mix

vegetables. We help mom in kitchen and wash the dishes we eat in.

The one room I love the most is our bedroom. I share it with my brothers and sister. We do our homework here. We share our things and discuss our day long activities here. We keep our bedroom neat and tidy.

Mama says, we must keep our streets and city clean. Never throw garbage in open areas. We take care of all common property like; streetlights, benches in parks, railways, library and public transit system. We take care of our country as our home. We love our home, we love our homeland.

## Post-reading

- Why should we keep our home and its surrounding clean?
- What do Maha and her siblings do in the bedroom?

## While-reading

What is the favourite dish of Hasher?



Ask students to read the story aloud. Ask different questions to assess their level of understanding. Relate the lesson to students' own experiences/ surroundings. It will help develop better understanding of the text. Tell students that they should keep their homes and city clean. Islam also stresses cleanliness. They should also maintain discipline in their lives.





## A) Oral Communication

### 1. Learning the Sounds

#### Consonants and Vowels

i. Read and say the letters of the alphabet. Tick the vowels, count the consonants and vowels and write their numbers in the boxes.



Consonants	Vowels

ii. Read and say the vowels in the words below. Write 'V' for initial vowel sounds and 'C' for initial consonant sounds.

mother <input type="checkbox"/>	onion <input type="checkbox"/>	umbrella <input type="checkbox"/>	city <input type="checkbox"/>
home <input type="checkbox"/>	area <input type="checkbox"/>	family <input type="checkbox"/>	egg <input type="checkbox"/>

iii. Read and say the given words with initial consonant blends.

Initial Blends			
bl-	cl	sp-	pl-
block	clock	spread	plane
black	clean	sprinkle	place

#### Read Me

A consonant blend is a combination of consonant placed together with no vowel in between, e.g. black, milk.



A1 (iii) Explain the concept of initial sounds of different words. Ask students to say the given letters with correct pronunciation and intonation. Encourage them to share two examples of consonant blends in initial position.



**iv. Circle the words with initial blends in the given sentences.**

- There are many plants in my garden.
- She helped the old blind lady.
- Look at the cloud over there.
- Maha ironed her clothes.
- There are two plum trees in the garden.
- A bird sitting in the tree spread its wings.

## 2. Learning to Speak

**i. Read and practise the following dialogue.**

1. Asslam-o-alikum.  
I am Maha and he is  
my father Dr. Ali. You  
seem new here. Would  
you like to introduce  
yourself?



2. Wa Alaikum-As-Salaam. Yes, you are right.  
We have just shifted here  
from Karachi. My name  
is Aleena.

3. Nice to meet you.  
We live in the next  
street.

4. Good to meet  
you too.



## B) Reading and Critical Thinking

### Reading Comprehension

**i. Answer these questions.**

- How do Maha and her siblings help their mom?
- How many rooms are there in your home?
- Why should we keep our home and surrounding clean?



A2 (i) (Role Play) Help students to practise the dialogue in the classroom. Call students at random and ask them to introduce themselves and talk about their city/village. Encourage them to use greeting words.



v. Read the lesson again and fill in the blanks with the correct options.

- Maha has \_\_\_\_\_ brothers and a sister.  
i) two                      ii) three                      iii) four                      iv) five
- Zony's favourite dish is \_\_\_\_\_.  
i) 'aloo paratha' ii) 'biryani'                      iii) 'cheese potato'                      iv) 'aloo qima'
- Maha's pet is \_\_\_\_\_.  
i) parrot                      ii) cat                      iii) dog                      iv) lamb
- Maha and her siblings do home work in \_\_\_\_\_.  
i) lounge                      ii) lawn                      iii) dinningroom                      iv) bedroom



## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

thrilled	very pleased and excited
tidy	having everything in ordered and right place
slip of	to remove clothes/shoes quickly and easily
fond	having liking for
Public transit system	a public transport system for moving passengers

### Animal Names

ii. Read the given animal names.

#### Farm animals



cow



hen



horse

#### Wild animals



deer



monkey



lion

Teaching Point



B (ii) Ask students to read the lesson again and fill in the blanks correctly. Ask students to memorise vocabulary words with their meanings. C1 (ii) Ask them to name different farm and wild animals. Ask them what farm and wild animals they have seen in real life. Encourage them to share their experience.



iii. Write the names of two pets and two insects below.

Pets \_\_\_\_\_

Insects \_\_\_\_\_

iv. Fill in the missing letters to complete the words.

draw\_\_ng

g\_\_ests

sist\_\_r

p\_rents

a\_\_ry

## 2. Learning to Spell

i. Read the given sight words.

it

of

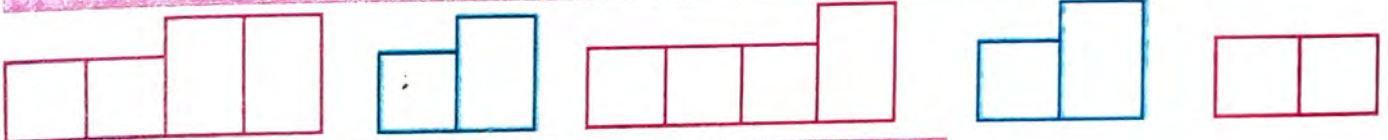
in

was

said

with

ii. Write sight words in the shape box that fits.



iii. Circle the correct spelling in each row.

important	impartant	importent
famus	farmous	famous
favourate	favourite	favurite
grand	grend	grund

## 3. Grammar

### Adjectives (Describing Words)

i. Read the following pairs of adjectives.

black ↔ white

clean ↔ dirty

heavy ↔ light



C3 (i) Tell students that adjectives are also called describing words. These words have opposites as well. Let students come up with more adjectives from the story and their surroundings. Ask them to tell their opposites, for example, big-small, clean-dirty, front-back, etc.



**ii. Match each adjective to its correct opposite.**

beautiful

clean

white

happy

long

black

sad

dirty

short

ugly

**Action Words**

**iii. Read the following sentences and notice the use of action words in them.**

- I **help** my mother in her home tasks.
- He **reads** a funny story.
- Maha **eats** an egg daily.

**Read Me**

Action words show what we do or express actions. Sit, stand, eat, drink, etc. are all examples of action words.

**iv. Use the action words in the boxes to complete the sentences.**

help

writes

cleans

read

plays

cooks

- Maha \_\_\_\_\_ her room.
- They \_\_\_\_\_ storybooks.
- We \_\_\_\_\_ others.
- Amir \_\_\_\_\_ with his toys.
- Saad \_\_\_\_\_ a letter to his mother.
- Maha's mother \_\_\_\_\_ tasty food.



C (iii) (Total Physical Response) Show different action cards to students and ask them to give physical response accordingly.





## D) Writing

### 1. Learning to Write

Write five sentences about your home using the word bank.

clean

room

airy

beautiful

love

#### My Home

---

---

---

---

---

### 2. Creative Writing

Look around your city/village. Think and write five sentences about your city/village in your own words. The following mind map will help you.

fresh air

My City/Village

clean environment/  
noisy traffic

big/small

big buildings/  
small houses

fields/roads

I live in a \_\_\_\_\_

---

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---



## Unit 3

# Let's Plant Trees

### Learning Outcomes

**After completing this unit, you will be able to:**

- respond to the text (post-reading) to express likes /dislikes about the story.
- comprehend a simple story read aloud in class.
- comprehend and respond to simple wh-questions.
- articulate, recognise and use some formulaic expressions to offer and respond to basic routine greetings, express and offer a few basic social courtesies.
- pronounce some common consonant digraphs in initial and final positions.
- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- interact with the text and use reading strategies (while reading) to follow sequence in a simple procedure or a picture map.
- recognise and classify into different categories, some simple naming words from pictures and immediate surroundings e.g. fruits and vegetables.
- identify and change the number of simple naming words by adding or removing "s" and "es".
- recognise, identify and use a few words showing position, e.g. in, on, to, with.
- fill in missing information to complete a simple paragraph.







## Getting Started

Look at the picture and guess what it is. It is mother Earth. It needs our help.



### Let's Talk

- What is wrong with the picture of the earth?
- What makes the half earth happy?
- How can we help the mother Earth?



# Let's Plant Trees

## Pre-reading

- Look at the picture below and guess what is happening?
- Have you ever planted a tree? Discuss.

It is Sunday morning. Zain is in his grandpa's garden. He loves greenery all around. "Good morning, grandpa. What are you doing?" asks Zain. "Good morning, Zain. I am planting a seed," he replies. (Zain becomes curious). "Can you please tell me how to plant a seed?" asks Zain. "Yes, sure. Come, I will tell you how to plant a seed".



"Seed is planted in five steps", says grandpa.

1. Dig a small hole in the soil.
2. Plant a seed.
3. Spread a little soil over it.
4. Sprinkle some water on it.
5. Water it regularly.

## While-reading

What will be next step after step 3?

After a few days, the seed grows and turns into a baby plant".

Zain was happy to learn planting a seed. He promised his grandpa that he will take care of the seedling and water it daily.

## Post-reading

- What did Zain promise his grandpa to do?
- How do you take care of the plants around you?



Model the story by reading with correct pronunciation and intonation. Take random responses about the comprehension of the first and second paragraph of the story. Encourage them to plant at least one seedling and participate in keeping the environment clean. Tell them that Pakistan is our country and plantation is the first baby step that can help us in keeping our environment clean. We should take care of plants and trees.





## A) Oral Communication

### 1. Learning the Sounds

#### Digraphs

Read and say the given digraphs in initial and final positions.

sh	
initial	final
shop	dish
shirt	wash

ch	
initial	final
chart	teach
chair	much

th	
initial	final
thin	cloth
thirst	bath

ph	
initial	final
phone	graph
photo	caliph

### 2. Learning to Speak

i. Read and practise the given dialogue.

1 Hello,  
Hina. How are you?

3 What are you  
doing these days?

5 That's great. Can I  
borrow your book for  
some days?

7 Oh, sure.



2 Hi  
I am fine, Kathrine.

4 I am reading a book on  
different types of trees.

6 Yes, of course. I'll  
share it with you but  
let me finish it first.

8 Thank you.

ii. Describe the wonders of nature (tree, clouds, sky, birds, etc.) you see around? Talk about it with your classmate.



A1 Explain to students that digraphs are groups of two letters that make a single sound. Encourage them to share two examples of each digraph above. A2 (i) (Role-play) Get students into pairs and ask them to express routine greetings and offer basic social courtesies.





## B) Reading and Critical Thinking

### Reading Comprehension

#### i. Answer these questions.

- What is grandfather doing?
- What is the second step to plant a seedling?
- How can we keep our environment green?

#### ii. Read the given sight words and use them to make sentences in your notebook.

big

went

are

come

think

#### iii. Read the given naming, action and describing words.

##### Naming Words

school  
garden  
tree

##### Action Words

kick  
sleep  
drink

##### Describing Words

far  
soft  
tall

#### iv. Match the given words to their pictures.

house

run

green leaf

tree



B (i) Encourage students to answer the given questions orally. Have them write the answers in their notebooks. (iii) Have them recall the concept of naming, action and describing words. B (iv) Encourage them to read the lesson again and fill in the blanks correctly.



**iv. Read the lesson again and fill in the blanks with the correct options.**

- On Sunday morning, Zain was in his grandfather's \_\_\_\_\_.  
i) house                                  ii) garden  
iii) shop                                 iv) farm
- Zain's \_\_\_\_\_ was planting a seedling.  
i) sister                                  ii) brother  
iii) grandmother                      iv) grandfather
- After planting a seedling, sprinkle some \_\_\_\_\_ on it.  
i) oil                                        ii) milk  
iii) water                                 iv) soup
- \_\_\_\_\_ steps are there to plant a seedling.  
i) 4    ii) 3  
iii) 6                                        iv) 5



## C) Language Focus

## 1. Vocabulary Building

**i. Read the given words with their meanings.**

curious	having a strong desire to know
dig	to make a hole
sprinkle	to pour small drops of liquid

## Fruit and Vegetable Names

**ii. Read the name of the given fruits and vegetables.**



apple



mango



orange



banana



peach



(i) Ask students to learn vocabulary words with their meanings. Ask them to use these words in their daily conversation. (ii) Ask them to share the name of their favourite fruit.





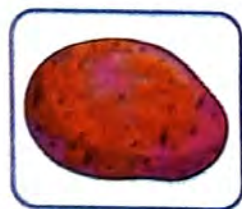
carrot



tomato



brinjal



potato



onion

iii. Write the names of the given fruits and vegetables.



## 2. Learning to Spell

i. Read the given sight words.

right

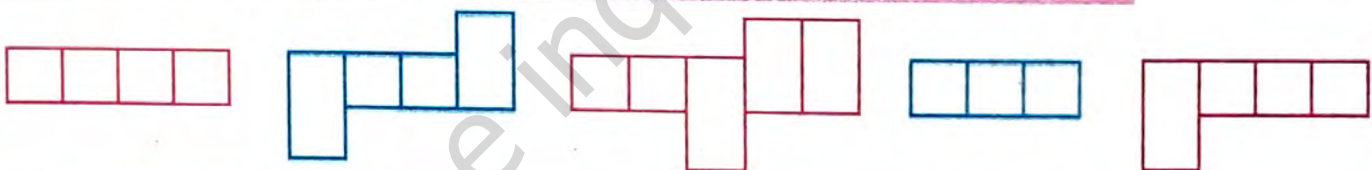
now

just

over

your

ii. Write each sight word in the shape box that fits.



iii. Fill in the missing letters to complete the words.

p\_\_ant

so\_\_l

gar\_\_en

s\_\_read

\_\_oung











C1 (ii) Ask students to look and read the names of fruits and vegetables. Show them different flash cards of fruits and vegetables and help them saying their names. Motivate them to share the names of their favourite fruits and vegetables.



### 3. Grammar

#### Singular Plural

##### i. Read the following.

Singular	Plural
flower 	flowers 
bus 	buses 
box 	boxes 
glass 	glasses 

#### Read Me

Singular nouns refer to one person or thing, for example a plant, a glass, etc. Plural nouns refer to more than one person or thing, for example two plants, ten glasses, etc.




##### ii. Change the number of these nouns by adding 's' or 'es'.

Singular	Plural
tree	
watch	
fox	

Singular	Plural
hero	
boy	
bird	

#### Position words (preposition)

##### iii. Read the position words.

- The glass is **on** the table. 
- The football is **in** the box. 
- A cat is sitting **under** the table. 

#### Read Me

Position words tell us about the position or place of naming words.



C3 (i) Explain to students that mostly nouns form their plurals by adding 's', for example rat → rats, plant → plants. Nouns ending with 's', 'x', 'z', 'ch', 'o' and 'sh' form their plurals by adding 'es', for example boxes, classes. C3 (v) Explain to them the concept of position words by asking different questions, e.g. Where is your pencil?



vi. Look at the pictures and fill in the blanks using the position words above.

- The bus is \_\_\_\_\_ the road.
- The monkey is sitting \_\_\_\_\_ the tree.
- The toy fish is \_\_\_\_\_ the box.



vii. Make sentences using the position words above in your notebook.



## D) Writing

### 1. Learning to Write

Complete the given paragraph using the given words.

flowers garden fresh care fruit colours

Zain loves his grandpa's \_\_\_\_\_. It has many pretty \_\_\_\_\_. They are of different \_\_\_\_\_. Zain's grandpa always takes \_\_\_\_\_ of them. Grandpa also grows \_\_\_\_\_ in his garden. Whenever he visits Zain, he brings \_\_\_\_\_ vegetables from his garden.

### 2. Creative Writing

Create your own piece of writing on the topic 'A Happy Morning' in your notebook. Use the word bank given below.

tree

play

children

Allah

Sun

Morning



D1 Ask students to read the paragraph attentively and fill in the paragraph using the given words.





# Review - 1

## A) Oral Communication

### 1. Learning the Sounds

Read the given words. Circle the initial letter sounds of these words and underline the final letter sounds.

bug

home

plant

seed

sun

Read the given words. Match the words according to their initial letter sounds.

Consonant

Vowel

apple

tree

house

umbrella

Arrange a role-play activity in class and ask students to introduce themselves and talk about their houses.



## B) Reading and Critical Thinking

### Reading Comprehension

Answer the given questions.

- In how many steps can we plant a seed?
- When did the poet find a bug?
- Why do you keep your home and surrounding clean?
- How can we keep our environment green?
- What is the name of your city?



Write words with the given digraphs.

Initial position			Final position		
ch-	sh-	th-	-ch	-sh	-th



## C) Language Focus

### 1. Vocabulary Building

Read the given words and write their meanings.

dig	
tug	
sprinkle	
curious	
wide	

Write plurals of the given words.

tomato		glass	
bench		class	
branch		shirt	

Match each adjective to its opposite.

light	dirty	slow	short	thin
clean	fast	heavy	thick	long



Write naming words in the given columns.

people	place	thing	animal

Make sentences with the given pronouns in your notebook.

he she they we you

Read the given paragraph and circle the action words.

Sara and Zain are brother and sister. They clean their room daily. They help their parents in their work at home. Sara helps her mother in the kitchen. Zain waters plants in the garden and takes care of them. They love their parents.

Look at the given pictures. Use position words to write a sentence about each picture.



## D) Writing

### 1. Learning to Write

Write five sentences about your city/village. Use the given words in your notebook.

famous places beautiful roads big clean



## Unit 4

# Bee on my Nose

### Learning Outcomes

**After completing this unit, you will be able to:**

- use pre-reading strategies to predict a poem by looking at picture(s) in the text.
- respond to the text (post-reading) to express understanding of a story through pantomime and a simple role-play.
- comprehend and respond to simple wh-questions.
- comprehend simple poems read aloud in class.
- identify and pronounce with reasonable accuracy common consonant clusters in initial positions.
- articulate, recognise and use some formulaic expressions to: listen and respond to more commands, express limited needs and feelings, recite poems.
- identify, recognise and articulate three or more lettered sight words.
- read more naming, action and describing words and match with pictures.
- read and recite short poems or rhymes with actions.
- reproduce common phrases and formulaic expressions used in class and school.
- identify initial and final consonant blends.
- articulate and use simple rhyming words in writing.
- recognise that some words substitute particular and general naming words.
- use am, is, are with different substitutions and pointing words in short sentences to identify and describe a person, place and thing e.g. I am.
- recognise and use substitution words as objective case: me, us, you, him, her, them, it.
- write 3-5 simple, meaningful sentences of their own on a given topic with different sentence beginnings.







## Getting Started

Look at the picture below and find a special characteristic in each of the animals shown.



### Let's Talk

- What do you think is your special quality?
- Complete the given sentences.

The elephant is special because \_\_\_\_\_.

The giraffe is special because \_\_\_\_\_.



# Bee on my Nose

## Pre-reading

- Look at the given picture and tell what is happening.

Oh little bee  
There on my nose,  
You want to sting,  
I do suppose.

It is your flower  
I must agree...  
Did not see you,  
Oh little bee.

I just wanted  
One tiny sniff,  
And not to cause  
This little tiff.

You stand there in  
That wicked crouch...  
You won't sting me?  
OUCH, OUCH, OUCH, OUCH!

R. Wayne Edwards

## While-reading

Where do the  
bees live?



## Post-reading

- How many pairs of rhyming words are mentioned in the poem? Write any three. (underline all rhyming words)
- Do you think the bee stung the poet? How?



Model the poem by reading with correct pronunciation and intonation. Have students read the poem after you.





## A) Oral Communication

### 1. Learning the Sounds

#### Consonant Clusters

i. Read and say the given words with consonant clusters.

scr	scrap, scratch
spl	splash, splendid
spr	spray, spring
str	strain, strap

#### Read Me

Consonant cluster on a word is a group of consonant sounds with no vowels between them

ii. Read the given words aloud. Underline the consonant clusters.

splint

screen

straw

scrape

sprain

stream

### 2. Learning to Speak

i. Read and practise the given dialogue.

**Teacher:** Sania, have you prepared your speech?

**Sania:** Yes, ma'am. But I need to discuss some points with you.

**Teacher:** Okay! Come to me after the class.

**Sania:** Sure, ma'am.



A1 (i) Explain to students the concept of consonant clusters. Ask them to read the given words with correct pronunciation focusing on the clusters. A2 (i) Ask them to role-play the dialogue in pairs. Tell them how to listen and respond to commands. Encourage them to express their needs and feelings.





## B) Reading and Critical Thinking

### Reading Comprehension

#### i. Answer these questions.

- What was the boy sniffing?
- What happened to the boy?

#### ii. Read the given initial and final consonant blends.

Initial Blends	
sp-	pl-
spread	plant
sprinkle	place

Final Blends	
-st	-nd
test	hand
rest	sand

#### Read Me

Consonant cluster can be found in the initial final and middle position of a word.

#### iii. Circle the words with initial and final blends in the given sentences.

- The plant is very small.
- Spin the ball and win the game.
- Best of luck for your exams.
- The rabbit is behind the tree.
- The plums are very tasty.

#### iv. Fill in the blanks using the given word bank.

nose

bee

R. Wayne Edwards

sniff

- The poem 'Bee on my Nose' is written by \_\_\_\_\_.



B (i) Encourage students to answer the given questions orally. Have them write the answers in their notebooks. Have them recall the concept of naming, action and describing words. Encourage them to share examples of each. B (ii) Tell them that a consonant blend is a combination of two constants making a particular sound. Ask them if they know of more words beginning with sp-, pl- and ending with -st, -nd.



- The poem is about a \_\_\_\_\_.
- The little bee wants to sting the poet's \_\_\_\_\_.
- The word 'tiff' rhymes with \_\_\_\_\_.



## C) Language Focus

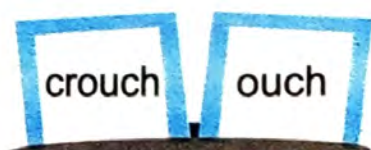
### 1. Vocabulary Building

#### i. Read the given words with their meanings.

sniff	to smell something
tiff	a little fight
sting	a sharp painful prick
crouch	to lower the body stance especially by bending the legs

#### Rhyming words

#### ii. Read the given rhyming words.



#### Read Me

Rhyming words have the same ending sounds.

#### iii. Tick the words that rhyme.

nose    rose    night

bee    sting    agree



C1 (i) Ask them to learn vocabulary words with their meanings. Ask them to use these words in their daily conversation. Tell them that wicked crouch means the painful feeling after being stung by bee.



## Polite Words

### iv. Read and practise the given dialogues.

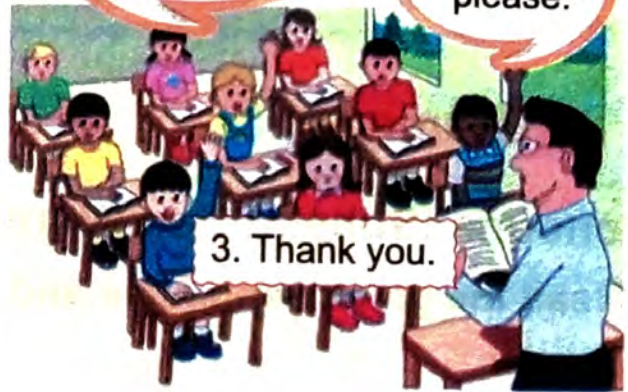
1. Could I take your storybook?

2. Yes, sure. You can!



1. May I read now, Sir?

2. Yes, please.



3. Thank you.

## 2. Learning to Spell

### i. Read the given sight words.

very

ask

came

now

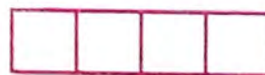
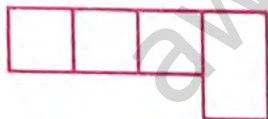
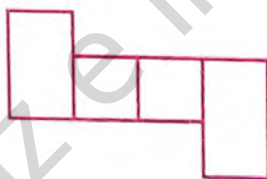
their

away

long

after

### ii. Now write each sight word in the shape box that fits.



C1 (ii) Explain to students the importance of polite words. Tell them that we use polite words in speech to give respect to others.



iii. Circle the correct spelling in each row.

suppose	sappose	suppoze
crach	crouch	crauch
sating	seting	sting
sniff	snif	sanif
wecked	wicked	wickud

### 3. Grammar

#### Pronouns (Substitution Words)

i. Read the given sentences and notice the use of substitution words.

- Noor is my cousin. She is a good girl.
- Atif loves playing. He has a ball.
- Sana and Amna are friends. They study together.
- Rita and I are neighbours. We go to the same school.
- A rose is a flower. It smells sweet.
- I am Usman. I am a boy.
- Hello, Noor. You are a good swimmer.

#### Read Me

Pronouns are words that replace nouns.

ii. Choose the correct substitution words and fill in the blanks.

- Sadia is a good girl. \_\_\_\_\_ obeys her parents. he/she
- Ali is my brother. \_\_\_\_\_ has many toys. he/she
- Amna and Asad are playing. \_\_\_\_\_ are cousins. they/it
- The cat is hungry. \_\_\_\_\_ wants to drink milk. you/it
- Umair and I are best friends. \_\_\_\_\_ play football together. we/he



C3 (i) Explain to students pronouns by giving different examples on the board. Tell them that pronouns are also called substitution words and they replace particular and general naming words.



## Pronouns as Objective Case

iii. Read the sentences and notice the use of pronouns.

- He likes Umer. Umer likes him.
- She likes Nida. Nida likes her.
- It is a tasty dish. Amir likes it.
- I like Sadia. Sadia likes me.
- We like Amna. Amna likes us.
- You like Hira. Hira likes you.
- They play with Wasim. Wasim plays with them.

## Use of is, am and are

iv. Fill in the blanks using 'is', 'are' or 'am'.

- Saad \_\_\_\_\_ a handsome boy.
- I \_\_\_\_\_ a girl.
- Alina and Sara \_\_\_\_\_ classmates.
- They \_\_\_\_\_ cousins.
- I \_\_\_\_\_ seven years old.
- These \_\_\_\_\_ their shoes.
- She \_\_\_\_\_ a good student.

### Read Me

We use **am**, **is**, **are** with different pronouns and pointing words in short sentences to describe a person, place or thing.



## D) Writing

### 1. Learning to Write

Write three to five sentences on the given topics.

#### A Bee

It is a bee.



C3 (iv) Encourage students to use 'is', 'am' and 'are' in their own sentences.



---

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### My House

My house is very big.

---

---

---

---

## 2. Creative Writing

Write a few sentences about any funny incident of your life.

---

---

---

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D1 Ask them to write three-five sentences on the given topics. Encourage them to write with correct spelling and punctuation. Help them if need be.



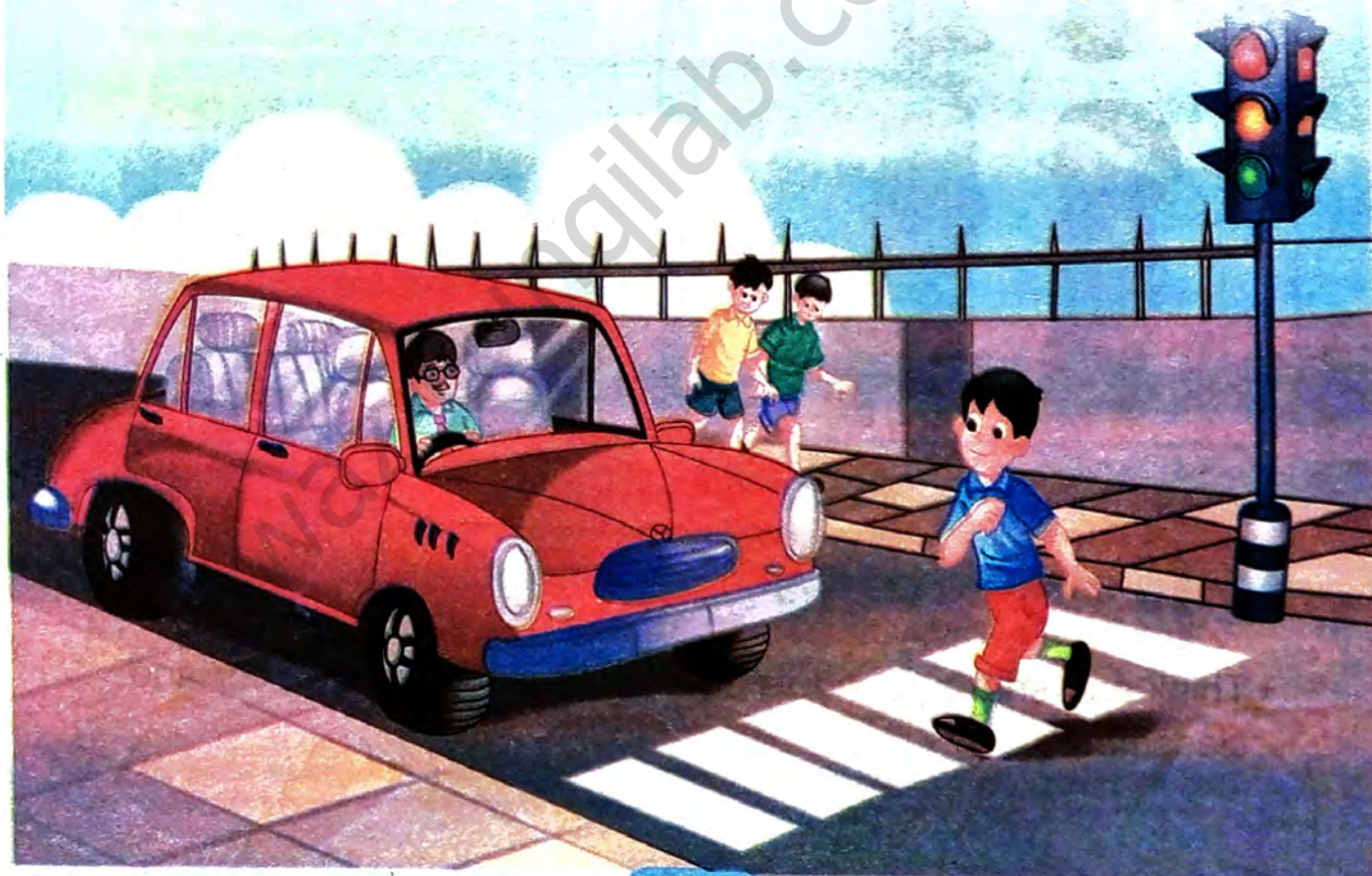
## Unit 5

# Attention!

### Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- interact with the text and use reading strategies (while reading) to use pictures or rebus in texts to increase understanding.
- respond to the text (post-reading) to express likes /dislikes about the story.
- pronounce and match spoken words with the written words.
- recognise that as letters of words change, so do the sounds.
- articulate, recognise and use some formulaic expressions to seek permission to do something.
- read aloud words and simple sentences with a reasonable level of accuracy of pronunciation.
- recognise and practice that words in a sentence join to make sense in relation to each other.
- spell simple two/three-syllable words.
- take dictation of familiar words learnt in class.
- identify and use words showing possession e.g. my, your, his, her, our, their, and it.
- recognise, identify and use a few words showing position e.g. to/from, up/down, here/there.
- identify and recognise the rules for the use of a, an and the.
- choose between a or an.
- use the texts they read as models for their own writing.







## Getting Started

Look at the pictures, there are some do's and some don'ts.



**Do's**



**Don'ts**



### Let's Talk

- Think and share your do's and don'ts with your teacher and classmates.



# Attention!

## Pre-reading

- How do you come to your school?
- Have you ever seen traffic lights?
- What are traffic lights?
- What are the colours of the lights?



Teacher

Good morning, all of you! How are you?

Good morning teacher!  
We are fine. Thank you.



Amir



Teacher

Amir, why are you late today?

There was an accident on the road. There was a traffic jam.



Amir




Teacher

That's very sad. We can avoid accidents if we follow traffic rules, traffic lights and use the zebra crossing.

What are traffic lights?



Amir

I go to school by  \_\_\_\_\_.



Teacher

Traffic lights are used to control traffic. You can see them on the roads. Their colours are red, yellow and green.



Do model reading of the text with correct pronunciation and intonation. Have them read the highlighted words and try to tell their meanings.





Sara

What do these lights mean?

When the red light is on, you need to stop and wait. When the yellow light is on, you have to get ready. And when the green light turns on, you can go.



Teacher



Sara

Can we run traffic lights if we are getting late?

No, we should never do so. We should always follow the rules.



Teacher



Sara

That's great. We can travel safely if we follow these signals.

### While-reading

When should we follow traffic rules?



Sara

What is transport?

Transport takes people and goods from one place to another. Cars, buses, rikshaws, motorbikes, trains, ships and aeroplanes are all types of transport.



Teacher



Sara

Thank you teacher, for sharing these information.

You are welcome.



Teacher

### Post-reading

- How can we avoid accidents?
- What did you learn from the dialogue?



Ask students to discuss the theme of the lesson. Tell them how important the traffic rules are. Encourage them to talk about the types of transport and name a few more.





## A) Oral Communication

### 1. Learning the Sounds

#### Letters and Sounds

i. Read the words and circle them in the lesson.

late

travel

types

turn

ii. Read the given words.

'w' to 'm'

we

me

'c' to 'f'

can

fan

's' to 'b'

see

bee

Read Me

When a letter changes in words, the sounds also changes.

iii. Change the words by changing their initial letters.

bat \_\_\_\_\_ run \_\_\_\_\_ fine \_\_\_\_\_

### 2. Learning to Speak

i. Read the text and practise the given dialogue.

Can I play with your toy?

Yes, sure.  
Thank you.



Yes you can, but please take care of it.

You are welcome.

ii. Read the given dialogue asking permission and practise it with each other.



A1 (i) Have students circle the words. A1 (ii) Recall the concept of changing the initial letters of words by giving familiar examples from the text. Ask them to change the words by changing their letters. A2 (i) Ask students to read the given expressions with the help of text. Divide students in pairs and ask them to come to the front of the class. Encourage them to say dialogues of seeking permission. Ask them to read the given words and find them in the lesson.





## B) Reading and Critical Thinking

### Reading Comprehension

#### i. Answer these questions.

- Who was late for school?
- Why was there a traffic jam?
- How do traffic signals help us?

#### ii. Read the following words and join them to make sentences.

train

is

a

This

an

was

There

accident

#### iii. Read the lesson again and fill in the blanks with the correct options.

- Amir was late for school because of \_\_\_\_\_.
  - i) not feeling well
  - ii) a traffic jam
  - iii) rain
  - iv) getting up late
- When the \_\_\_\_\_ light is on, you need to stop and wait.
  - i) green
  - ii) red
  - iii) blue
  - iv) yellow

Teaching  
Point

B (ii) Ask students to read the given words and sentences with correct pronunciation. B (iii) Have them make five more sentences of their own and write them in their notebooks.



- We use a car, bus or motorbike to travel by \_\_\_\_\_.
  - i) sea
  - ii) road
  - iii) air
  - iv) railway
- We use a \_\_\_\_\_ for air travel.
  - i) bus
  - ii) train
  - iii) plane
  - iv) ship



## C) Language Focus

### 1. Vocabulary Building

#### i. Read the given words with their meanings.

Zebra Crossing	a place where pedestrians cross the road
traffic	moving vehicles
safely	in a safe way
traffic jam	vehicles stuck on the road

### Syllables

#### ii. Read the words and learn spelling for dictation.

Words	Syllables Division	No of Syllables
living	liv.ing	2
famous	fa.mous	2
beautiful	beau.ti.ful	3
favourite	fa.vour.ite	3

#### Read Me

**Two-syllable** words are pronounced in two parts together, e.g. larg.est, liv.ing, etc.

**Three-syllable** words are pronounced in three parts together, e.g. Pa.ki.stan, diff.er.ent, etc.



C1 (i) Ask students to learn vocabulary words with their meanings. Ask them to use these words in their daily conversation. C1 (ii) Practise the given words with correct pronunciation. Then make students to repeat after you accurately. Help them to correct their pronunciation focusing on the syllables. For example, 'stressed syllable in 'beautiful' is 'beau', 'friend' in friendly, etc. Take dictation of ten words from the text on their notebook.



## 2. Learning to Spell

i. Read the given sight words.

sleep

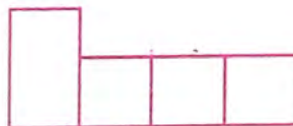
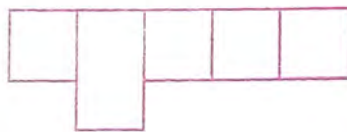
walk

again

know

may

ii. Now write each sight word in the shape box that fits.



ii. Fill in the missing letters to complete the words.

co\_\_d

lig\_\_ts

t\_\_anspo\_\_t

tra\_\_el

r\_\_le

## 3. Grammar

### Words showing Possession

i. Read the given sentences.

- Maryam likes **her** new dress.
- She is **my** mother.
- You can have **your** dinner now.
- Could you bring **his** tea?
- **Our** meal is ready.

Teaching  
Point

C3 (i) Recall the concept of possessive pronouns. Tell students that words which are used to show ownership are called possessive pronouns. Give examples of 'his, her, etc, to students.



ii. Make sentences with the following words in your notebook.

My

His

Her

Your

Their

Its

Our

## Prepositions (Position Words)

iii. Read the given sentences.

- I go **to** school.
- We watched the valley **from** the top of the hill.
- The boy is climbing **up** the tree.
- He lives **down** the hill.

### Read Me

Position words are used to tell the position or place of nouns.

iv. Make sentences with the given position words in your notebook.

up

down

to

from

## Articles

v. Read the given rules.

- We use **a** before singular nouns beginning with a consonant sound, e.g. a boy, a girl.
- We use **an** before singular nouns beginning with a vowel sound, e.g. an apple, an elephant.
- We use **the** with the names of rivers, continents, etc.

vi. Underline the correct articles in the sentences below.

- There is (a/the) cat under my chair.
- He had (an/the) egg for breakfast.
- I had (a/an) glass of juice.
- My village is near (a/the) Kabul River.



C3 (iii) Recall the concept of the position words. Ask students to read the given sentences and recognise the function of the position words. Tell them that position words are also called preposition.





## 1. Learning to Write

i. Read the following dialogue.

Hello, Saad! When did you come back to Lahore?

Hi Junaid. Yes, I came back yesterday.

How did you travel?

I came by train.

ii. Think and write a dialogue in the given speech bubbles.

1. Hi! Umair where are you going?

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

## 2. Creative Writing

Read the information about the given signs and write some road safety rules in your notebook.



Teaching Point

D1 (i) Encourage students to read the given dialogues with correct pronunciation and intonation. D2 Ask them to write some rules about road safety. Help them if need be.



## Unit 6

# Be Honest

### Learning Outcomes

**After completing this unit, you will be able to:**

- respond to the text (post-reading) to express understanding of a story through pantomime and simple role-play.
- comprehend simple story read aloud in class.
- comprehend and respond to simple wh-questions.
- demonstrate the use of common conventions and dynamics of group oral interactions: exchange some routine greetings, exchange some social courtesies.
- identify words that begin with the same sound.
- identify words that end with the same sound, e.g. /ng/.
- interact with the text and use reading strategies (while reading) to: use pictures or rebus in texts to increase understanding, guess what follows in a story.
- point out/name some common objects in a picture or an illustration.
- describe it in a word or two, or a sentence about them.
- identify paragraph as a graphical unit of expression.
- recognise and classify into different categories, some simple naming words from pictures and immediate surroundings e.g., objects in the classroom and at home.
- articulate, recognise and use some formulaic expressions to: offer and respond to basic routine greetings/courtesies.
- identify and classify gender of naming words from immediate environment (masculine/feminine).
- distinguish between and use the substitution words.
- identify a or an as articles.
- recognise that plural nouns do not take the articles a or an.
- write a few sentences to describe a picture and a series of pictures.
- list items of a similar category from a given text/picture.
- write actions or describing words using a series of action pictures.

Honesty





## Getting Started

Look at the beautiful pencils, erasers and other things. Do you like these all?



## Let's Talk

- Is it good keeping someone else's things without his/her permission?
- Have you ever kept your friends' things with you without their permission?
- How do you return them?



# Be Honest

## Pre-reading

- Look at the picture and tell what is happening.
- What is honesty in your opinion?

Asim and Kaleem are friends. They are also classmates. One day, Asim and Kaleem were in the class, waiting for their teacher. They were showing each other their erasers, colour pencils and other things. Asim had many beautiful erasers and colour pencils. Kaleem liked them a lot. He wished he had them too. Just then, their teacher came in. They quickly put their erasers and colour pencils back in their cases. In the evening, Kaleem sat down to do his homework. He opened his school bag. There was Asim's



pencil box in it. Kaleem was very happy to see the box. He ran to show it to his mother "Look, mother. This is Asim's pencil box. I put it in my bag by mistake. But I won't give it back to him," he said. His mother told him that it was wrong to keep somebody's things without asking permission. Kaleem realised his mistake. The next morning, he went to Asim and returned his pencil box. Asim was very happy to get back his beautiful box. He praised Kaleem for his honesty.

## While-reading

Kaleem liked \_\_\_\_\_ a lot. Do you think Kaleem will return the eraser?

## Post-reading

- Do you like Kaleem's character? Why?
- What did you learn from this story?

Teaching Point

Ask students to read the story aloud. Ask different questions to assess their level of understanding. Relate the lesson to students' own experiences/ surroundings. It will help develop better understanding of the text. Tell them that they should be honest always. Islam also gives us a lesson of honesty. Explain to them that a paragraph is a group of sentences related to a particular topic, or central theme. It is a meaningful graphical unit of expression. Ask them to identify different paragraphs as a graphical unit of expression in their books.





## A) Oral Communication

### 1. Learning the Sounds

#### Initial and Final Same Sounds

##### i. Read the words aloud.

pencil	pen	pet	} (same beginning sound)
clock	cloud	clap	
flag	flower	floor	
mother	brother	sister	} (same ending sound)
mistake	lake	bake	
king	ring	bring	

##### ii. Read the given words with the same beginning or ending sounds. Think one more word that has the same ending sound.

Words	words with same beginning sound	Words	words with same ending sound
mat		him	
bag		tab	
net		ten	
light		pencil	
grinny		evening	
sun		less	



A (i) Have students recall the concept of words with the same beginning and ending sounds. Read the words from the lesson and encourage students to make new words with the same beginning and ending sounds.



## 2. Learning to Speak

i. Read the given dialogue and practise it in class.

**Laiba:** Hello! How are you?  
**Asma:** Hi! I am fine. Thank you!  
**Laiba:** What are you doing these days?  
**Asma:** I am busy preparing for my exams.  
**Laiba:** Best of luck for your exams.  
**Asma:** Thank you very much.



## B) Reading and Critical Thinking

### Reading Comprehension

i. Answer these questions.

- Where were Asim and Kaleem sitting?
- Who had colourful pencils and beautiful erasers?
- Do you follow your mother's advice?

ii. Look at the picture. Read the sentences about it.

- There is a blackboard in the classroom.
- There are many chairs in the classroom.

iii. Select some common classroom objects from the picture. Then write two sentences about them in your notebook.



A2 (i) (Group Work) Ask students to work in groups and practise the different routine greetings and courtesy words within groups.



**iv. Read the lesson again and fill in the blanks with the correct options.**

- Asim and Kaleem were waiting for their \_\_\_\_\_.  
i) mother      ii) teacher      iii) father      iv) uncle
- Asim and Kaleem were showing each other their \_\_\_\_\_, colour pencils and other things.  
i) toys      ii) clothes      iii) shoes      iv) erasers
- What was in Kaleem's school bag \_\_\_\_\_?  
i) cricket kit      ii) storybook  
iii) pencil box      iv) video game
- The story is about \_\_\_\_\_.  
i) kindness      ii) honesty      iii) forgiveness      iv) patience



## **C) Language Focus**



### **1. Vocabulary Building**

**i. Read the given words with their meanings.**

together

with each other

without permission

without asking

honesty

the quality of being truthful

mistake

something you do wrong without knowing

**ii. Circle the classroom items only.**



C1 (i) Ask students to learn vocabulary words with their meanings. Ask them to use these words in their daily conversation.



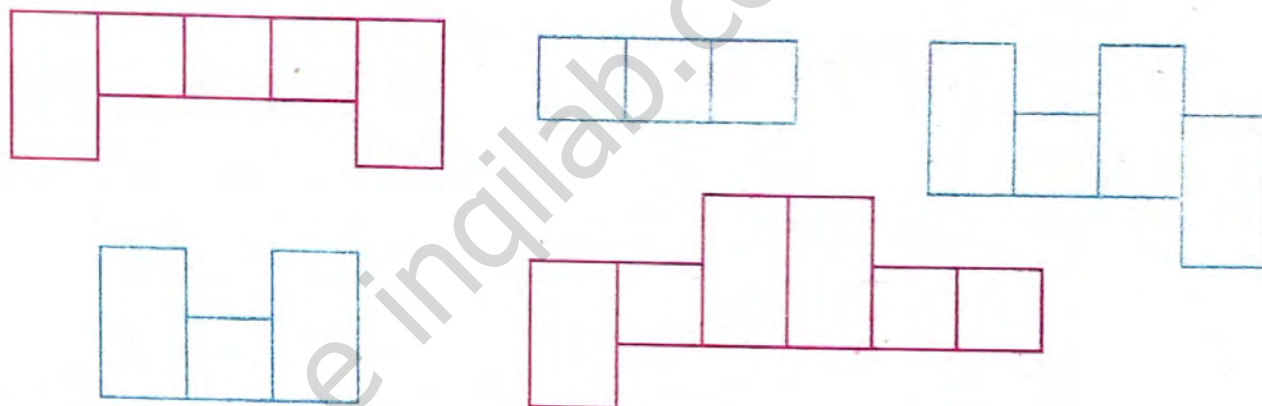
iii. Write three classroom/household objects in the relevant boxes.

classroom objects	household objects

## 2. Learning to Spell

i. Read and write the given sight words in the shape box that fits.

six      yellow      help      let      going



ii. Fill in the missing letters to complete the words.

eras\_\_rs

stati\_\_nery

hon\_\_sty

mist\_\_ke

pr\_\_ise

reali\_\_e



C1 (iii) Encourage students to think about and write three different objects related to the classroom and home. C2 (i) Ask them to read and write the sight words in the shape box that fits.



### 3. Grammar

#### Masculine/ Feminine

##### i. Read the following masculine/ feminine.

masculine	feminine
brother	sister
uncle	aunt
father	mother
prince	princess

##### Read Me

A noun that refers to a male is masculine, e.g. father.  
A noun that refers to a female is feminine, e.g. mother.

##### ii. Choose and write the words in the correct boxes.

nephew	grandfather	daughter	sir	woman
grandmother	son	madam	niece	man

masculine	feminine

#### Pronouns

##### iii. Read the following sentences.

- Ben is in class two. He is an honest boy.
- Ben and Asim are friends. They are classmates.
- My mother is a doctor. She helps me in my studies.

##### Read Me

The words used in place of nouns are pronouns. 'I', 'we', 'you', 'he', 'she', 'it' and 'they' are pronouns.



C3 (i) Ask students to come up with different nouns and their gender. C3 (iii) Have them recall the concept of pronouns. Write different sentences on the board using nouns. Ask them to replace these nouns with pronouns.



**iv. Rewrite the paragraph changing the coloured nouns into pronouns in your notebook.**

Asim has a new eraser. The eraser is colourful. Asim likes the eraser. Asim keeps the eraser in the pencil box. Asim and Kaleem are friends. Asim and Kaleem sit together in the classroom. Miss Amna is their class teacher. Miss Amna is a nice teacher.

**Read Me**

Plural nouns do not take indefinite articles 'a' or 'an'.

**Omission of Articles (a/an)**

**v. Read the following sentences.**

There is a glass on the table.	There are glasses on the table.
I saw an aeroplane at the airport.	I saw aeroplanes at the airport.
Kaleem is playing with a toy car.	Kaleem is playing with toy cars.
Asim has a storybook.	Asim has storybooks.

**vi. Put articles 'a' or 'an' where needed and rewrite the sentences.**

- I have umbrella. \_\_\_\_\_
- We have storybook. \_\_\_\_\_
- Amna is eating orange. \_\_\_\_\_



C3 (v) Ask students to read the given sentences and notice the omission of articles in them.





## D) Writing



### Learning to Write

Write five sentences about 'Bee' with the help of the word bank.

insect

sting

colour

flower

hive



# Unit 7

## Sports Day

### Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a story by looking at picture(s) in the text.
- interact with text and use reading strategies (while reading) to follow instructions in short school, public notices or signs with visuals.
- recognise and classify into different categories some simple naming words from pictures and immediate surroundings e.g. colours and shapes.
- respond to the text (post-reading) to express likes /dislikes about the story.
- comprehend and respond to simple wh-questions.
- comprehend a simple story read aloud in class.
- demonstrate use of common conventions and dynamics of group oral interactions:
  - introduce themselves and others.
  - participate in conversation.
- identify/classify one and two-syllable words that rhyme.
- locate:
  - specific simple information in a clock (by the hour) by looking at the position of the hands of the clock
  - month and day in a calendar by reading across and down.
- use 'has', 'have' to show possession.
- recognise and apply capitalisation to the initial letter of the first word of a sentence, and to the initial letter of the names of people, pets, and places.
- write numbers from 1 to 50 in words.





Read the given words. Rearrange them to make sentences.

fine.

We

are

Is

a

This

car.

should

We

follow

rules.



## C) Language Focus

### 1. Vocabulary Building

Read the given words and write their meanings.

sniff

zebra crossing

traffic

sting

mistake

Rewrite the given paragraph by using the pronouns correctly.

Haadia is my classmate. Haadia is also my neighbour.  
Haadia and I study together. Sir Kashif is our class  
teacher. Sir Kashif teaches us English.



**Read the given paragraph. Circle the masculine nouns and underline the feminine nouns. Then write them in their columns.**

My uncle and aunt live in Karachi. My aunt is a nice woman. My uncle is a cheerful person. They have two daughters and a son. They are my friends. They often bring gifts for our grandfather and grandmother.

**Masculine nouns:**

--	--	--	--

**Feminine nouns:**

--	--	--	--

**Read the given paragraph and underline the position words.**

My grandparents live just up the road. We can enjoy the beauty of the valley from their roof. There is a masjid to the left of their house.

**Fill in the given paragraph with 'is', 'am' or 'are'.**

I am in grade two. I \_\_\_\_\_ seven years old. I \_\_\_\_\_ a good student. I have two friends. They \_\_\_\_\_ my cousins. My mother \_\_\_\_\_ a doctor and my father \_\_\_\_\_ a lawyer. They \_\_\_\_\_ hardworking people.

**Put articles (a/an/the) in the blank spaces and rewrite the following paragraph.**

Last day, we went to \_\_\_\_\_ stationer's shop near \_\_\_\_\_ Swat river. Asim bought \_\_\_\_\_ eraser. He also bought some pens. I bought \_\_\_\_\_ storybook for him. He bought some toys for his younger brother and I bought \_\_\_\_\_ pencil for my sister.





## A) Oral Communication

### Read Me

A **syllable** is part of a word that has a single vowel sound.

### 1. Learning the Sounds

#### Syllables

i. Read the given syllables that rhyme each other.

<b>One Syllable</b>	run/sun	blow/slow
<b>Two Syllables</b>	rab.bit/hab.it	jac.ket/rac.ket

ii. Identify the one and two-syllable words that rhyme. Write them in the correct columns.

father, player, mother

game, medal, pedal

hall, mill, mall

care, fame, share

**One Syllable**

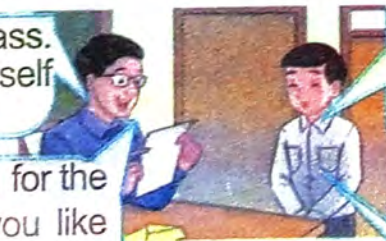

**Two Syllables**


### 2. Learning to Speak

i. Read and practise the given dialogue.

1. Welcome to the class. Please introduce yourself to the class.

3. We are preparing for the Sports Day. Would you like to compete in the sack race?



2. Thank you, teacher. My name is Fahad. I am six years old.

4. Yes. I would love to.

ii. Role-play the dialogue above and introduce yourself and your best friend.



A1 (i) Have students recall the concept of syllables by giving examples. Encourage them to share more examples that rhyme. A2 (i) (Role-play) Get students into pairs and ask them to introduce themselves and others. Select a pair of students and ask them to role-play the dialogue above. Ask them if they like to participate in sports gala.





## B) Reading and Critical Thinking

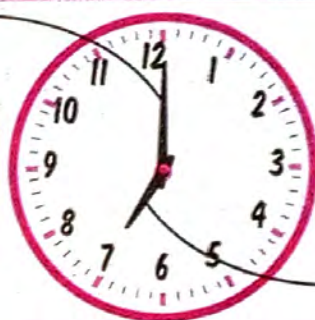
### Reading Comprehension

#### i. Answer these questions.

- What is your favourite game?
- How was the school building decorated?
- Write names of different games mentioned in the story.

#### ii. Read the given information.

The big hand on the clock shows minutes.



The small hand on the clock shows hours.

Time: 7 o'clock

#### iii. Look at the clocks below. Read the time.



1 o'clock



7 o'clock



12 o'clock

#### iv. Look, read and write the given times.



B (ii) Tell them that a clock has two hands. The big hand shows the hour and the small hand shows the minutes. Explain to them the time by giving different examples on the board by indicating the time on the clock.





## Getting Started

The pictures below show some children playing different sports.



## Let's Talk

- Share the different games that you play in school.
- What do you feel while playing games?
- What is your favourite sport?



# Sports Day

## Pre-reading

- Look at the given picture and tell which game the students are playing.

It was February 12, 2020. I had an annual sports day at my school. I got up at 7 o'clock in the morning. I brushed my teeth. I wore my sports kit.

My mother and father were waiting. I greeted them and had my breakfast. They both wished me success because I was competing in a sack race. I thanked them and left for school. There were different coloured flags on my school building. There were instructions written on the noticeboard for guests and players. We all were very excited.



## While-reading

What was written on the notice board?

Students were taking part in different games like football, cricket, hurdle race, musical chair, etc.

After sometime, a teacher told us to get ready for the sack race. We all lined up with our sacks. Soon, the race started. I ran very fast. I won the race. My friends were very happy for me. I thanked Allah (سبحانه وتعالى) for my success. The principal gave me a trophy. It was a great day.

## Post-reading

- Which game do you like to play with your friends?
- Why are sports important for us?

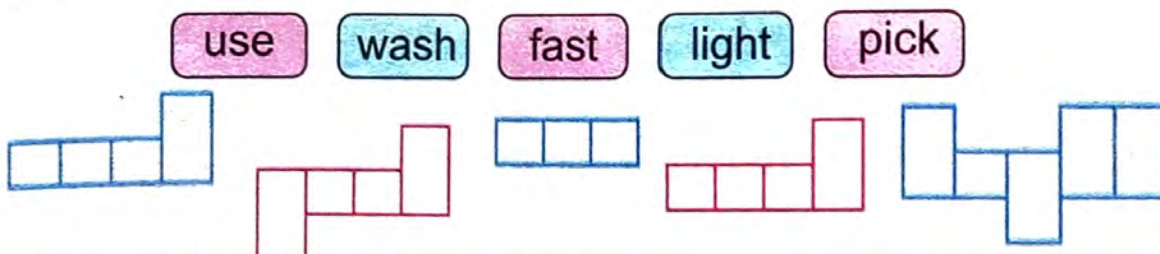


Model the story by reading with correct pronunciation and intonation. Take random responses about the understanding of the main idea of the story. Explain more if need be. Explain to students that games are important for our health. They keep us strong and healthy.



## 2. Learning to Spell

i. Read the given sight words and write them in the shape box that fits.



ii. Fill in the missing letters to complete the words.

\_\_xcited    com\_\_ed    musi\_\_al    h\_\_rdle    med\_\_l

## 3. Grammar

### 'Has' and 'Have'

i. Read the given sentences.

- Hassan **has** a sports kit.
- He **has** a sack.
- Men and women **have** colourful flags.
- I **have** a trophy.

#### Read Me

We use 'has' and 'have' to show possession. We use 'has' with singular nouns and pronouns. We use 'have' with plural nouns and pronouns. We always use 'have' with 'I' and 'you'.

ii. Fill in the blanks using 'has' or 'have'.

- Asma \_\_\_\_\_ a new dress.
- I \_\_\_\_\_ two ears.
- You \_\_\_\_\_ a bat.
- He \_\_\_\_\_ a pet rabbit.

#### Read Me

We always capitalise the first letter of a sentence and the first letter of the names of people, places and pets.



C3 (i) Ask students to name the things they have in their bags and say a sentence using has/have.  
(iii) Tell them that we always capitalise the first letter of a sentence and the first letter of the names of people, places and pets.



## Capitalisation

### iii. Read the given sentences.

- My name is Sultan.
- Dogs are very noisy.
- She lives in Islamabad.

### iv. Now rewrite and capitalise the following sentences.

- sara is a good girl.
- he likes to visit the lahore zoo.
- bunny is my rabbit.



## D) Writing

### 1. Learning to Write

Write numbers from 1 to 50 in words in your notebook.

### 2. Creative Writing

Write five sentences about your favourite sports. Use the words given below.

game

win

friends

enjoy

compete

awaz e inqilab.com



D1 Ask students to write numbers in words with correct spelling and space words properly. D2 Help them write sentences using correct punctuation and spelling.



**iv. Look, read and write the given times.**



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

**v. Read the given calendar.**

SEPTEMBER 09							Notes
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30				

How many days are there in the month of September?

\_\_\_\_\_

Circle the date of Pakistan Defence Day on the calendar.

How many Saturdays are there in the month of September?

\_\_\_\_\_

DECEMBER 12							Notes
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

How many days are there in the month of December?

\_\_\_\_\_

Tick the Quaid's Day on the calendar.

Which month comes before the month of December?

\_\_\_\_\_



**B (v)** Explain to students that there are twelve month in a year. Every month has four weeks and every week has seven days. Help them to name the months of the year and days of the week. Explain to them how to read the months and days on a calendar across and down. Ask them to point out a day, date or month on a calendar. Ask them different questions like: How many months are there in a year?, What is your date of birth?, Which month comes after March?



**vi. Read the lesson again and fill in the blanks with the correct options.**

- a. \_\_\_\_\_ was celebrated on February 12, 2020.  
i) Teachers Day                      ii) Sports Day  
iii) Labour Day                      iv) Independence Day
- b. I was going to compete in a \_\_\_\_\_ race.  
i) boat                  ii) cycling                  iii) hurdle                  iv) sack
- c. I brushed my teeth and wore my \_\_\_\_\_ kit.  
i) sports                  ii) medical                  iii) jogging                  iv) swimming
- d. My \_\_\_\_\_ gave me a trophy.  
i) mother                  ii) father                  iii) principal                  iv) teacher



### C) Language Focus

## 1. Vocabulary Building

**i. Read the given words with their meanings.**

compete	to take part in a contest
sack	a large bag with no handles
instruction	information about using something

## Colours

**ii. Look and read the names of the colours.**



**C1(i) Ask students to learn vocabulary words with their meanings. Ask them to use these words in their daily conversation.**



# My School

## Pre-reading

- What do you want to be in your life?
- Do you love to go to school? Why?

I've got a brand-new lunchbox.  
My shoes are shiny clean.  
I've got a cool, new bookbag  
And a pencil box that's green.  
But I don't know my teacher,  
Or where my desk will be.  
I don't know if I'll like the kids,  
Or if they'll play with me.  
I peek inside my classroom.  
I stand there for a while.  
My teacher's tall and kind of  
loud,  
But has a great big smile.

Ruth Donnelly

## While-reading

What is the name of your school?



## Post-reading

- Share your experience of your first day at school in a few sentences.
- Did you smile when you entered your class first time?



Model reading of the text will be done with correct pronunciation. Help students to recite the poem aloud with you. Explain the main idea of the poem. Ask them to share their own experiences of their first day in school. Take them to a school round and give them a clear concept of different places e.g. classrooms, playground, canteen, staffroom etc. and relate it to their school. Ask them to say one or two sentences about their school.





## A) Oral Communication



### 1. Learning the Sounds

#### Syllable

i. Read the words and indicate the number of syllables in each word.

- smile = one-syllable
- pen.cil = two-syllables
- fam.i.ly = three-syllables

#### Read Me

A **syllable** is part of a word that has a single vowel sound.

ii. Read the given words and write their syllables.

shoes	
in·side	
teach·er	
a·maz·ing	
fa·vour·ite	



### 2. Learning to Speak

i. Read and practise the given dialogue.



1 Miss, may I ask something please!

2 Yes, sure.

3 Can we go to the canteen?

4 First, make a queue. Then, buy your lunch one by one.



A1 (i) Show flash cards of different 2-3-syllable words and ask them to read aloud these words with correct pronunciation. A2 (i) (Pair Work) Ask students to make pairs and practise the given dialogue. Tell them more phrases to take turns and seek attention. (Role-play) Give them different situations, for example teacher-student, father-son, two friends, etc.





## D) Writing

### 1. Learning to Write

Write numbers from 1 to 50 in words in your notebook.

### 2. Creative Writing

Write five sentences about your favourite sport. Use the words given below.

game

win

friends

enjoy

compete



D1 Ask students to write numbers in words with correct spelling and space words properly. D2 Help them to write sentences using correct punctuation and spelling.



## Unit 8

# My School

### Learning Outcomes

After completing this unit, you will be able to:

- use pre-reading strategies to predict a poem by looking at picture(s) in the text.
- respond to the text (post-reading) to express understanding of the poem through pantomime and a simple role-play.
- recognise words with one or more syllables, pronounce simple one, two syllable words.
- demonstrate the use of common conventions and dynamics of group oral interactions: take turns, use polite expressions to seek attention.
- comprehend simple poems read aloud in class.
- comprehend and respond to simple wh-questions.
- recite poems with action.
- identify and pronounce familiar two and three-syllable words.
- use first and second letters to arrange words in alphabetical order.
- brainstorm to gather ideas for various activities/tasks.
- read and recite short poems or rhymes with actions.
- articulate and use simple rhyming words in writing.
- recognise and classify into different categories: simple action, naming words from pictures and immediate surrounding, e.g, directions (left/right, up/down).
- recognise more particular names of people, pets, and places.
- illustrate use of words that point to something.
- write numbers in 10's in words.
- copy rhyming words from a poem, write more rhyming words.

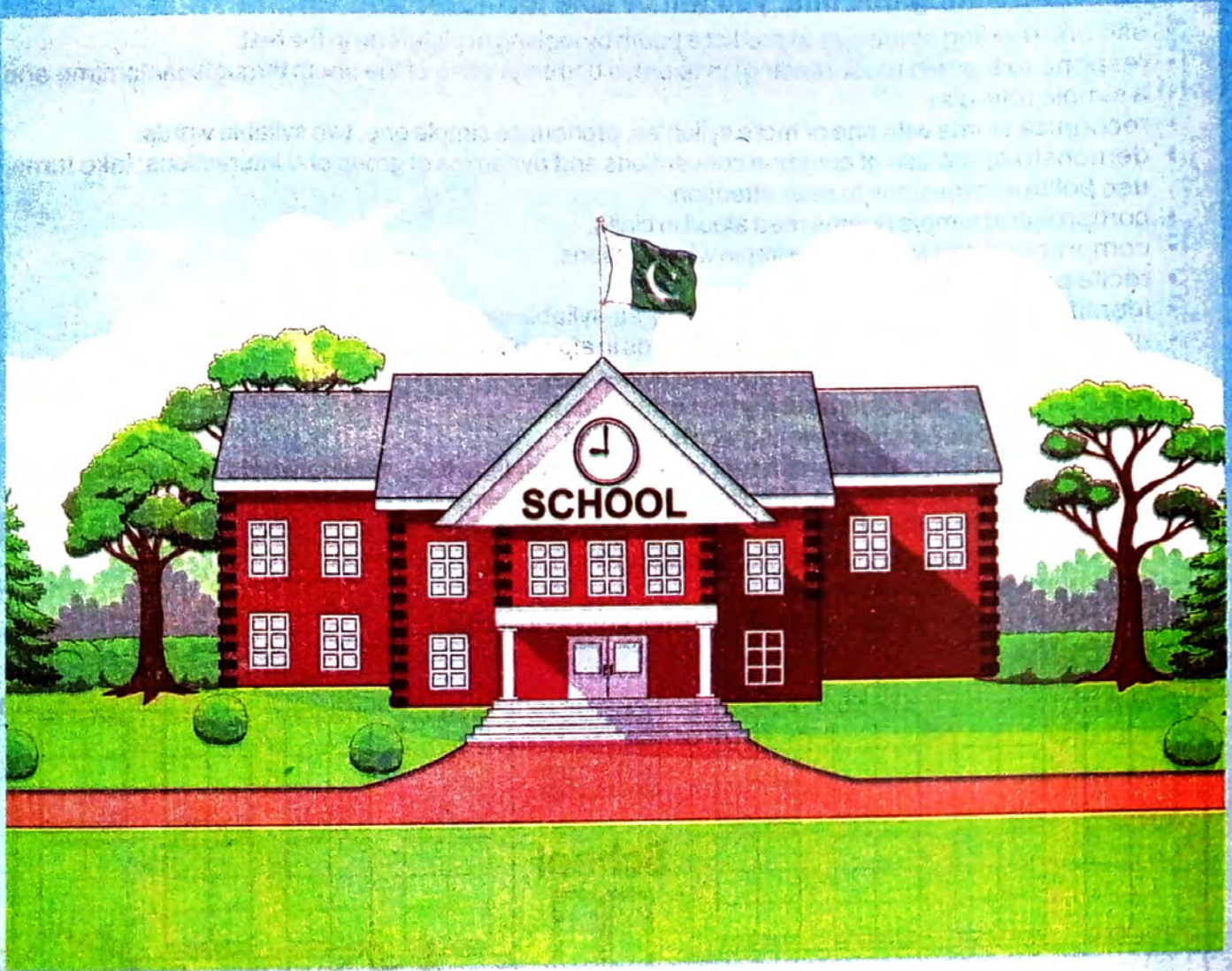






## Getting Started

Look at the picture and figure out what is missing in it.



### Let's Talk

- Is the environment of your school lively or dull?
- Can you suggest two things to make your classroom or school beautiful?



# First Day of School

## Pre Reading

- What do you want to be in your life?
- Do you love to go to school? Why?

I've got a brand-new lunchbox.  
My shoes are shiny clean.  
I've got a cool, new bookbag  
And a pencil box that's green.

But I don't know my teacher,  
Or where my desk will be.  
I don't know if I'll like the kids,  
Or if they'll play with me.

I peek inside my classroom.  
I stand there for a while.  
My teacher's tall and kind of loud,  
But has a great big smile.

And, best of all, she's got my  
Favorite book upon the shelf!  
I kiss my mother at the door  
And walk in by myself.

Ruth Donnelly

## While-reading

What is the colour  
of pencil box?

## Post Reading

- What are child's feelings about the first day of school?



Model reading of the text will be done with correct pronunciation. Help students to recite the poem aloud with you. Explain the main idea of the poem. Ask them to share their own experiences of their first day in school. Take them to a school round and give them a clear concept of different places e.g. classrooms, playground, canteen; staffroom etc. and relate it to their school. Ask them to say one or two sentences about their school.





## A) Oral Communication

### 1. Learning the Sounds

#### Syllable

##### i. Read the words and their number of syllables.

- smile = one-syllable
- pen.cil = two-syllables
- fam.i.ly = three-syllables

#### Read Me

A **syllable** is part of a word that has a single vowel sound.

##### ii. Read the given words and write their syllables.

shoes	
in-side	
teach-er	
a-maz-ing	
fa-vour-ite	

### 2. Learning to Speak

##### i. Read and practise the given dialogue.

1 Miss, may I ask something please!

3 Can we go to the canteen?



2 Yes, sure.

4 Yes, you can! but, make a queue and buy your lunch one by one.



A1 (i) Show flash cards of different 2-3-syllable words and ask students to say these words with correct pronunciation. A2 (i) (Pair Work) Ask students to make pairs and practise the given dialogue. Tell them more phrases to take turns and seek attention. (Role-play) Give them different situations, for example teacher- student, father-son, two friends, etc.



Get students into pairs and ask them to discuss their favourite things in school.



## B) Reading and Critical Thinking

### Reading Comprehension

Answer these questions.

Who has a great, big smile?

Do you like your school?

Who did the child say goodbye to?

i. Rearrange the words in alphabetical order according to the first letter.

kind

pencil

box

teacher

desk

1. \_\_\_\_\_

4. \_\_\_\_\_

2. \_\_\_\_\_

5. \_\_\_\_\_

3. \_\_\_\_\_

#### Read Me

We use **alphabetical order** to arrange and look for words in a list.

iii. Rearrange the words in alphabetical order according to the second letter.

shiny

stand

smile

some

sun

1. \_\_\_\_\_

3. \_\_\_\_\_

5. \_\_\_\_\_

2. \_\_\_\_\_

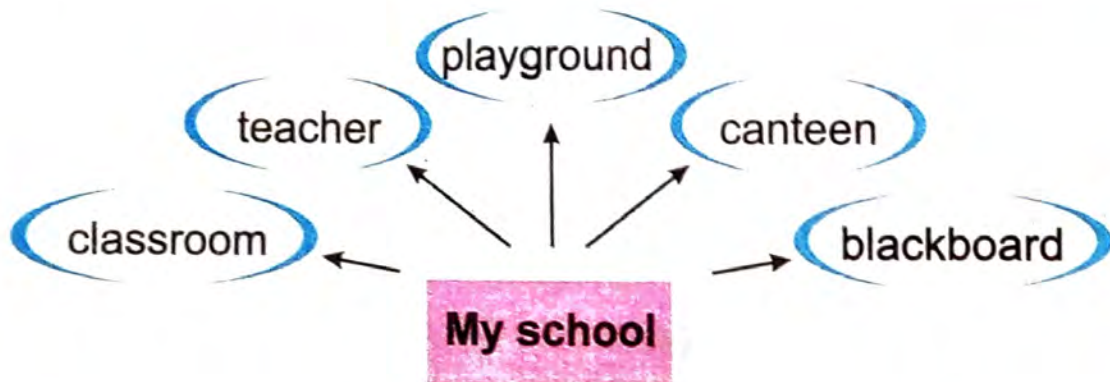
4. \_\_\_\_\_



B (i) Ask students to share answer to the given questions. Praise them for their correct answers.  
B (ii) (Group work) Make some groups of students and give them lists of words. Ask them to arrange these words in alphabetical order.



iv. Read the given ideas and think about your school.  
Then write five sentences.



v. Think and write some ideas about the given topic.



vi. Read the lesson again and fill in the blanks with the correct options.

- The pencil box is \_\_\_\_\_.
  - i) red
  - ii) yellow
  - iii) green
  - iv) orange
- The shoes are \_\_\_\_\_.
  - i) dirty
  - ii) clean
  - iii) tore
  - iv) dusty
- The \_\_\_\_\_ has a great, big smile.
  - i) teacher
  - ii) student
  - iii) watchman
  - iv) maid



B (iv) Tell students that brainstorming is a technique to collect ideas. Give them different topics and ask them to share sentences about them.



- The student peeks inside the \_\_\_\_\_.
- |                 |               |
|-----------------|---------------|
| i) dinning room | ii) classroom |
| iii) study room | iv) bedroom   |



## C) Language Focus

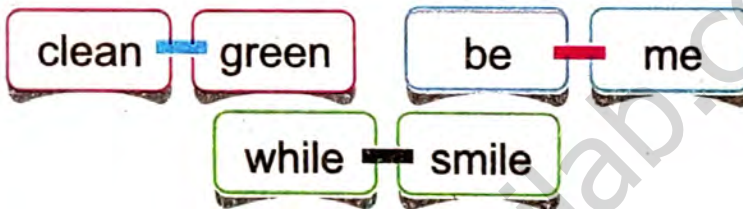
### 1. Vocabulary Building

#### i. Read the given words with their meanings.

peek	a quick and secret look
loud	noisy
shiny	bright

#### Rhyming words

#### ii. Read the given rhyming words.







#### Read Me

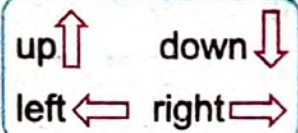
Rhyming words have the same ending sounds.

#### iii. Write three pairs of rhyming words in your notebook.

#### Directions (left/right, up/down)

#### iv. Look at the direction signs and complete the sentences.

- The student is going  \_\_\_\_\_ stairs.
- The cat is climbing  \_\_\_\_\_ the tree.
- The classrooms are to the  \_\_\_\_\_ of the staffroom.
- The playground is to the  \_\_\_\_\_ of the canteen.



C1 (i) Ask students to learn vocabulary words with their meanings and use them in daily conversation. C1 (ii) Recall the concept of rhyming words and give them examples of more rhyming words. C1 (iv) Hide some objects in the classroom. Ask them to follow left-right directions to find these hidden objects.



## 2. Learning to Spell

i. Read and write the given sight words in the shape box that fits.

around

after

think

those

today



ii. Fill in the missing letters to complete the word.

f\_\_rst

sch\_\_l

lu\_\_ch

classr\_\_m

b\_\_g

## 3. Grammar

### Proper nouns

i. Read the following proper nouns.

- Today, I met my old friend **Nazia**.
- **Ahmed** and **Ali** are best friends.
- My school is in **Peshawar**.
- My uncle has a pet cat, **Mano**.
- **Faisal Masjid** is in **Islamabad**.

### Read Me

A **proper noun** refers to a particular person, place, or a pet. A proper noun starts with a capital letter, for example: Ali, Quetta, River Indus, Faisal Masjid, etc.

ii. Write three proper nouns for each group in the given rows.

person	
animal	
place	









C3 (I) Tell students that proper nouns are names of particular people, places, things or pets. Make three groups of students and ask one group to make a list of particular names, second group to make a list of places and third to make a list of pets.



## Pointing words

iii. Look at the pictures below and read the sentences.

Singular	  <p>This is an orange.</p>	  <p>That is an orange.</p>
	Plural	  <p>These are oranges.</p>

### Read Me

This, that, these and those are **pointing words**. We use these words to point to people or things.











iv. Write four sentences using 'that', 'this', 'those', and 'these' each in your notebook. Use correct capitalisation.



## D) Writing

### 1. Learning to Write

i. Write the given numbers in words.

 10	 20	 30	 40	 50
 60	 70	 80	 90	 100



C3 (iii) Point to different objects of the classroom and ask them to say sentences by using pointing words. D (i) Practise the concept of tens, etc. by using an abacus or blocks for their better understanding.



ii. Find rhyming words in the poem and add one more word.

(i)

(ii)

iii. Write a short paragraph about your school.



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## 2. Creative Writing

Write a paragraph on the topic 'My Best Friend'.



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D1 iii) Guide and help students to write sentences of their own with correct spelling and punctuation. Help students in writing a paragraph on their own using pre-writing strategies.



## Unit 9

# What a Good Deed!

### Learning Outcomes

After completing this unit, you will be able to:

- respond to the text (post-reading) to express likes /dislikes about the story.
- comprehend simple story read aloud in class.
- comprehend and respond to simple wh-questions.
- demonstrate use of common conventions and dynamics of group oral interactions:
  - express likes and dislikes
  - express needs and feelings
- identify and pronounce common irregular sight words.
- use pre-reading strategies to predict the story by looking at picture(s) in the text.
- interact with text and use reading strategies (while reading) to locate specific factual information to answer in a word or two simple short questions.
- read tables and charts in the classroom.
- recognize and classify into different categories, some simple action and naming words from pictures and immediate surrounding, e.g, cardinal.
- Use pronouns learnt earlier.
- recognize that a sentence ends with some form of punctuation, i.e. full stop, or question mark, or exclamation mark.
- write ordinal numbers "first to tenth" in words.
- identify position of objects using ordinal numbers.
- write date and captions on page top.







## Getting Started

Look at the pictures. The children are helping their mothers.



### Let's Talk

- If your mother is not feeling well but she is still working at home, what will you do?
- Have you ever helped your parents with home chores? If yes, share with classmates.



# What a Good Deed!

## Pre Reading

- Have you experienced any important incident in your life? Share it.

A long time ago there lived a small boy with his mother. He loved his mother very much. Once, his mother became very ill and had to stay in bed. One night, she called out to her son to bring her some water. The young boy tried to pour out water from the pitcher, but it was empty. He went to a canal nearby to fetch the water. When he came back with the water, his mother was sleeping. He again was not sure what to do.

The small boy waited for the whole night patiently with the water at his mother's side.

## While-reading

Why did Bayazid Bastami go to the canal?

When his mother awoke, she drank the water. "How long have you been standing here?" she asked. "You haven't been here all night, have you?" "Yes, mother," he replied, "I have been here since you asked me to bring you some water."

His mother prayed for his son for this act. This same boy grew up to be a great saint called Bayazid Bastami.

## Post Reading

- Did you like the story? If yes, why?
- What did you learn from this story?



Model the text by reading with correct pronunciation and intonation. Tell students the main theme of the story. Discuss some good qualities, for example patriotism, bravery, kindness, punctuality and patience.





## A) Oral Communication

### 1. Learning the Sounds

#### Sight Words

Read and say the given sight words.

old

call

saw

round

fly

### 2. Learning to Speak

#### i. Read and practise the given dialogue.



What do you need for your school party?



Do you need some chocolates too?



Ok, let's go to buy all these things.



You're welcome.

I need some chips, biscuits and apple juice.



No, I don't like chocolates.



Thanks, Mother.



#### ii. Get students into pairs. Ask them to express their likes/dislikes using the expression of likeness and dislikeness about common habits.



A1 Tell students that irregular sight words are phonetically irregular as they do not follow the phonic or spelling rule. A2 (i) Give them different relations as father-son, teacher-student, etc. and ask them to express their needs and feelings.





## B) Reading and Critical Thinking

### Reading Comprehension

#### i. Answer these questions.

- Why did the boy keep waiting whole night?
- What did Bayazid Bastami do while his mother slept?
- Who was Bayazid Bastami?

#### ii. Read the given chart.

Ahmed made a chart about good habits which he follows daily.

				
rises early in the morning	brushes teeth daily	eats healthy food	listens to elders carefully	helps the parents
				
helps others	does homework daily	throws waste in the bin	saves electricity and water	shares with others

#### ii. Read the lesson again and fill in the blanks.

- The story is about a \_\_\_\_\_ deed.
- The boy went to a \_\_\_\_\_ nearby to fetch water.
- The boy grew up to be a great \_\_\_\_\_.





## C) Language Focus

### 1. Vocabulary Building

#### i. Read the given words with their meanings.

patiently	to accept a delay quietly
pitcher	a container for holding and pouring liquids
saint	a very good, kind or patient person
fetch	to bring

#### Cardinal Numbers

#### ii. Read the given cardinal numbers.

One Two Three Four Five Six Seven Eight Nine Ten

#### iii. Look at the pictures. Tick (✓) the correct cardinal numbers in the given boxes.



☐ two ☐ one

☐ three ☐ seven

☐ two ☐ one

☐ four ☐ five

☐ four ☐ six



C1 (i) Ask students to learn vocabulary words with their meanings. Ask them to use these words in their daily conversation. C1 (ii) Tell them that cardinal numbers are one, two, three, four, five, etc.



## 2. Learning to Spell

i. Read the given sight words and write them in the shape box that fits.

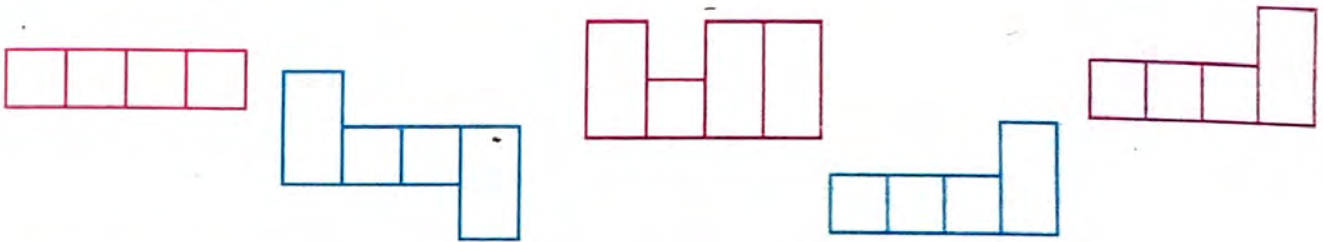
tell

much

keep

some

work



ii. Fill in the missing letters to complete the words.

di\_\_ry

inci\_\_ent

pitc\_\_er

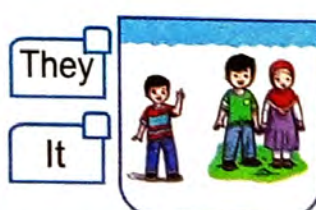
\_\_inutes

pat\_\_ence

## 3. Grammar

### Pronouns (Revision)

i. Tick (✓) the correct pronoun for each picture.



C3 (i) Recall the concept of pronouns by giving different examples.



ii. Write the correct pronoun for the underlined nouns.

he

she

it

they

you

I

we

- \_\_\_\_\_ My brother is tall.
- \_\_\_\_\_ My sister is eight years old.
- \_\_\_\_\_ My cow is white.
- \_\_\_\_\_ My friend and I go to the park.
- \_\_\_\_\_ Talha and Qasim are friends.

Punctuation

iii. Read the given sentences and notice the use of punctuation marks.

- Wow! You are looking pretty.
- Islamabad is the capital of Pakistan.
- Who is your teacher?
- The sun is shining.
- What is on the table?
- Alas! Her uncle's car broke down.

Read Me

We use a **full stop ( . )** at the end of a complete sentence.

We use a **question mark ( ? )** at the end of a question.

We use an **exclamation mark ( ! )** to express strong feeling or emotions.

iv. Put full stop, question mark or exclamation mark in the given sentences.

- How old you are
- I am going to Karachi
- Oh I lost my pencil
- Who is your favourite poet
- My brother plays hockey
- Yay I stood first in class



C3 (iii) Explain the rules of punctuation by giving more examples on the board.





## D) Writing

### 1. Learning to Write

i. Look at the balloons and answer the questions using ordinal numbers.



- Which one is second? Orange is second.
- Which one is third? \_\_\_\_\_
- Which one is fourth? \_\_\_\_\_
- Which one is sixth? \_\_\_\_\_
- Which one is eighth? \_\_\_\_\_

ii. Write ordinal numbers from first to tenth in words in your notebook.



D1 (i) Reinforce the concept of ordinal numbers. Select any ten students and ask them to stand in a queue. Then ask questions, "who is first in the queue? who is second? etc."



iii. Write dates and captions in the given blanks. Keeping your daily timetable in view.

Date	Classwork	Day
9-4-2020	Unit Name	Friday
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Date	_____	Day
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

## 2. Creative Writing

Make a list of things we should not do.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



D1 (iii) Help students write date, caption and day according to their lesson. D2 Help students write date, day and caption on their notebooks.



# Review - 3



## A) Oral Communication

### 1. Learning the Sounds

Read the given words. Count and write their syllables.

Words	Number of syllables
teach.er	
prin.ci.pal	
great	

Words	Number of syllables
a.maz.ing	
re.spect	
young	

Read the given sight words. Use these words in your own sentences.

call

old

said

Arrange a class discussion and ask students to express their likes or dislikes about different seasons.



## B) Reading and Critical Thinking

### Reading Comprehension

Answer the given questions.

- What games do you like to play in school?
- When was the sports day?
- Why did Bayazid's mother wake up during the night?



Arrange the given words alphabetically according to their first letter.

teacher, wait, night, pitcher, smile

---

Arrange the given words alphabetically according to their second letter.

clean, cool, complete, chores, canal

---



## C) Language Focus

### 1. Vocabulary Building

Read the given words and write their meanings.

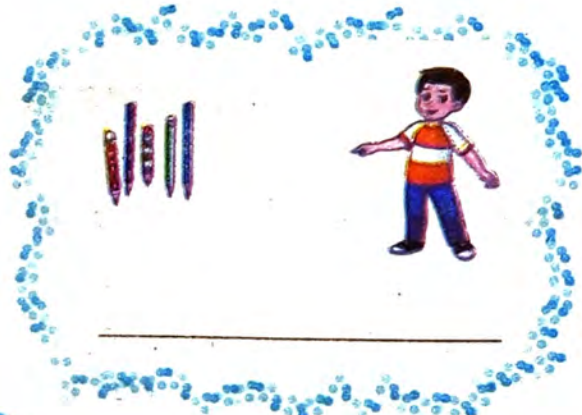
sack

peek

patience

loud

Look at the given pictures and write sentences using 'this', 'that', 'these' and 'those'.







**Fill in the blanks to complete the paragraph by using 'has' or 'have' correctly.**

Hassan likes to participate in a cricket match. He \_\_\_\_\_ a sports kit. His team \_\_\_\_\_ new uniforms. His classmates come to cheer him. They \_\_\_\_\_ colourful flags. His team plays very well. They \_\_\_\_\_ a lot of fun.

**Rewrite the given sentences with correct punctuation and capitalization.**

what is your name

why are you late today

hassan plays cricket

hurrah I have won the match

wow what an amazing dress it is



## D) Writing

### 1. Learning to Write

**Think and write some ideas about the topic 'My Mother'. Then use these ideas to write five sentences about your mother in your notebook.**



# An Ant and a Dove

## Learning Outcomes

**After completing this unit, you will be able to:**

- respond to the text (post- reading) to express understanding of the story through pantomime and simple role play.
- comprehend a simple story read aloud in class.
- comprehend and respond to simple wh-questions.
- demonstrate use of common conventions and dynamics of group oral interactions to express joy while playing.
- differentiate between words ending with s and z and iz sounds in the plural form of a word.
- use pre-reading strategies to predict story by looking at picture(s) in the text.
- interact with text and use reading strategies (while reading) to use pictures or rebus in texts to increase understanding.
- identify title and table of contents of a book.
- use textbook pictures/picture dictionary to aid comprehension and development of vocabulary.
- use textual aids such as table of contents to locate a particular text/lesson.
- recognize and classify into different categories, some simple action and naming words from pictures and immediate surroundings, e.g, ordinal.
- use questioning words: what, who, where, when, why.
- recognize and add comma for series of items in a sentence and after yes and no in short formal dialogues, e.g. yes, thank you, etc.
- recognize the function of selected question words e.g. what, when, to write answers to simple questions.
- replace rebus with words to complete a given story.
- fill in words to change/complete a given story.







## Getting Started

Look at the picture. Think and guess the hidden message. Choose one right word to describe it underneath.



\_\_\_\_\_



### Let's Talk

- Have you ever helped anyone around you? How?



# An Ant and a Dove

## Pre-reading

- Look at the given pictures and guess what the story is all about.

On a hot summer day, a thirsty ant was looking for water to drink. She searched for water and finally reached a river. She climbed up on a stone to drink the water. She slipped and fell into the river.



A dove was sitting in a tree nearby. She saw the ant falling into the river. The dove quickly plucked a leaf and dropped it near the ant.

The ant climbed up onto the leaf. Soon, the leaf moved slowly and reached the bank of the river. The ant jumped out on the dry ground. She thanked the dove. They became friends.

The next day, a bird catcher came there. He planned to trap the dove with his net. She was sitting in the tree. The ant



saw him and thought about what she could do to help the dove. The ant quickly bit him on the foot. The bird catcher screamed in pain and dropped his net. The dove saw him and flew away. The dove thanked the ant for saving her life.

## While-reading

Where was the \_\_\_\_\_ sitting?



## Post-reading

- How did the ant save the dove's life?
- What lesson did you learn from the story?



Model the text by reading with correct pronunciation and intonation. Tell them that a fable is an animal story that has a moral at the end.





## A) Oral Communication

### 1. Learning the Sounds

#### Plurals with /s/, /z/ and /iz/ Sounds

i. Read and say the given words.

/s/ Sound	
Singular	Plural
book	books
ant	ants

/z/ Sound	
Singular	Plural
bag	bags
bird	birds

/iz/ Sound	
Singular	Plural
box	boxes
race	races

#### Read Me

Some words have plurals that end in an /s/, /z/ or /iz/ sound.

ii. Say the given words and match them with their ending sounds.

cups

dishes

bags

/s/

/z/

/iz/

prizes

hats

kings

### 2. Learning to Speak

i. Read and practise the given dialogue.

Ant: Hello, Dove! How are you?

Dove: I am fine. Thank you. How are you?

Ant: I am fine too. You did well in the flying competition.

Dove: Thank you so much for your praise.

Ant: Did you enjoy it?

Dove: Yes, I enjoyed it a lot, it was really fun.

Ant: That's good.



A1 (i) Tell students that many nouns make their plurals with different ending sounds like /s/, /z/ and /iz/. Encourage them to share more examples. A2 (i) Ask them to practise the dialogue above.



ii. Read the dialogue above and express your joy while playing your favourite game.



## B) Reading and Critical Thinking

### Reading Comprehension

i. Answer these questions.

- What was the ant looking for?
- Is catching birds a good habit?
- Who saved the dove?

ii. Look at the given title and the table of contents. Answer the following questions.



Unit	Page
1. A Tiny Creature	1
2. My Home and Homeland	11
3. Let's Plant Tree	20

- What is the title of the book? \_\_\_\_\_
- Write the name of the unit on page 11 \_\_\_\_\_.
- Write the name of unit 2 \_\_\_\_\_.



B (i) Ask students to answer the questions given above, B (ii) Explain what the title and table of contents are with reference to this English book.



**iii. Search a picture dictionary and write the names of the birds.**



**iv. Read the lesson again and fill in the blanks with the correct options.**

- The ant was looking for \_\_\_\_\_ to drink.  
i) tea ii) milk  
iii) water iv) juice
- The ant slipped and fell into the \_\_\_\_\_.  
i) sea ii) river  
iii) pond iv) pool
- The ant swam and climbed up onto the \_\_\_\_\_.  
i) leaf ii) plant  
iii) garden iv) tree
- The bird catcher planned to trap the \_\_\_\_\_ with the help of his net.  
i) sparrow ii) parrot  
iii) mouse iv) dove
- The ant and dove became \_\_\_\_\_.  
i) enemies ii) friends  
iii) cousins iv) sisters



**B (iii)** Tell students how a picture dictionary can help us to learn more words. Show them some picture dictionaries. **B (iv)** Ask students to read the lesson again and fill in the blanks.





## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

slip	lose one's balance
pluck	quickly remove something
scream	to give a loud, high cry

### Ordinal Number

ii. Read the given ordinal numbers.



iii. Colour the third and sixth strawberry red.



### 2. Learning to Spell

i. Read the given sight words.

about

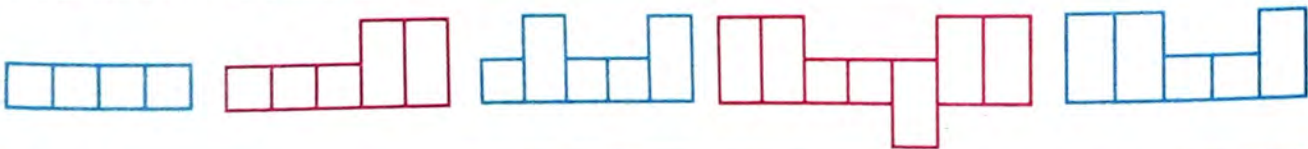
could

thought

thank

save

ii. Write the given sight words in the box that fits.



C1 (i) Ask students to learn the vocabulary words with their meanings and try to use them in their daily conversation. C1 (ii) Encourage them to read the given ordinal numbers.



**iii. Circle the correct spelling in each row.**

climb	clymb	climbe
qwick	quick	quicke
reache	reech	reach
catcher	katcher	catcher
skream	scream	screem

### 3. Grammar

#### Question Words

**i. Read the given questions.**

- **What** is on the table?
- **Who** teaches you English?
- **Where** is the parrot?
- **When** is your birthday?
- **Why** are you looking sad?

#### Read Me

We use **question words** to ask questions. What, where, when, who and why are question words. We use a question mark (?) at the end of each question.

**ii. Make questions of your own using the question words in your notebook.**

#### Comma ( , )

**iii. Read the given sentences.**

- Monkeys, giraffes and lions are animals.
- It is a juicy, big, round and red apple.
- Yes, I will help you.

#### Read Me

We use a **comma (,)** to separate words in a sentence. We also use a comma after 'yes' or 'no' when it is the first word in a sentence.



C3 (i) Explain the use of different question words giving different examples. C3 (iii) Explain the use of a comma by giving different examples from the book. Ask them to punctuate the sentences carefully.



#### iv. Read the following dialogue.

**Maha:** Are you going to play hide and seek?

**Sidra:** Yes, I am.

**Maha:** Are you going to play with your friends?

**Sidra:** No, I am playing with my cousins; Sara, Amir, Fahad and Asma.

**Maha:** That's great!

#### iii. Use commas in the given sentences.


- Ali likes to play cricket hockey football and baseball.
- No you are wrong.
- Mangoes bananas and apples are healthy fruits.






### D) Writing

#### 1. Learning to Write

##### i. Complete the given story by replacing the pictures with words.

One day, Salman was playing in the . He saw

many  sitting in the . The

birds were eating .

#### 2. Creative Writing

Write five sentences on 'Helping Others' in your notebook.



D1 (i) Help students to complete the given story by replacing rebus with words.



## Unit 11

# Love for Parents

### Learning Outcomes

After completing this unit, you will be able to:

- interact with text and use reading strategies (while-reading) to follow a sequence in a simple procedure or a picture map.
- follow multiple-step directions.
- comprehend and respond to simple wh-questions.
- respond to the text (post-reading) to express likes /dislikes about the story.
- identify title and table of contents of a book.
- use textbook pictures to aid comprehension and development of vocabulary.
- use table of contents to locate a particular text/lesson.
- pronounce the weak forms of 'a' and 'the' in simple phrases and of 'be' in contractions.
- describe things and objects in surroundings.
- use and respond to simple sentences showing requests and command, both physically and in their speech.
- make/write simple greeting cards:
  - draw illustrations to make greeting cards using cursive writing.
  - copy names of the addressee and the sender.
  - write appropriate words and formulaic expressions.
  - write name, phone number, and address.







## Getting Started

Look at the picture and imagine that you are having your father birthday party in the coming week.



### Let's Talk

- Who do you want to invite?
- Which arrangements do you want to do for your father's birthday?
- Would you like to surprise your father? If yes, how?



# Happy Birthday Mom!

## Pre-reading

- Look at the given pictures and tell what the pictures are about.

Asad and Maha are making a card for their mother's birthday. Let's see how they do it.

First, they make a list of things that they will need:

- Paper
- Scissors
- Markers

Asad takes the paper and cuts

it with the scissors. Then he folds it in half. Maha draws some beautiful flowers and a cake on its cover. Asad writes 'Happy Birthday Mom' in bold letters.

Maha writes birthday wishes inside the card.

The birthday card is ready. They are very happy and excited.

They go to their mother's room and wish her a happy birthday. They give her the card. She was very happy to see the card.



## While-reading

What will happen next?



## Post-reading

- What can you do to make your mother happy?
- Have you ever made a card? Share your experience.



Read the given text aloud and ask students to listen carefully. Ask them to read aloud the same text by themselves. Discuss the theme of the story with them. Tell them some Hadith about respect for mother.





## A) Oral Communication

### 1. Learning the Sounds

#### Weak forms of 'a' and 'the'

i. Read aloud the given sentences orally and say 'a' and 'the' in each sentence as their weak forms.

- Sajid is a hard-working man.
- I need a knife to cut this melon.
- There is no fruit in the basket.
- Where is the new car?

#### Read Me

Some words are often pronounced in their weak forms. When we read them aloud, they are difficult to hear, because they are not stressed. For example, the word 'a' and 'the' are often pronounced in their weak forms.

#### Contractions of 'be'

ii. Pronounce the weak forms of 'be' in contractions.

I am	I'm	I'm making a card.
you are	you're	You're looking pretty.
he is	he's	He's walking alone.
they are	they're	They're waiting.
it is	it's	It's a beautiful card.
she is	she's	She's a teacher.

#### Read Me

The short form of two word is called a **contraction**. We omit letters to make the short form of words.

### 2. Learning to Speak

i. Read and practise the given dialogue.

**Haris:** Anum, which is your favourite fruit?

**Anum:** I like mangoes.



A1 (i) Give the concept of weak forms of 'a' or 'the' to students. Tell them that 'a' or 'the' are sometimes not pronounced with stress in some sentences because they are in their weak forms. Give examples and encourage them to share more. A1 (ii) Say a few sentences orally using these contractions with correct pronunciation. A2 (i) (Pair Work) Make pairs of students and ask them to practise the dialogue with each other.



**Haris:** Why do you like it?

**Anum:** Hmmm.....because they are sweet.

**Haris:** Of course, Allah (سبحانه وتعالى) has blessed us with a variety of delicious fruits.

**Anum:** You are right, Haris.

**ii. Practise the dialogue above and ask students to describe things in their surroundings, such as a table, chair and classroom.**



## **B) Reading and Critical Thinking**

### **Reading Comprehension**

**i. Answer these questions.**

- What things do Maha and Asad make the card with?
- What does Maha draw on the card?
- What does Asad write on the card?

**ii. Read the given text and answer the following questions.**

Zara and Neha are classmates. One day, Zara couldn't go to school. In the evening, Neha went to see her. She was upset for not going to school that day. "I have missed classwork today. 'Don't worry. I will help you out,' said Neha. 'You are so nice, said Zara.

#### **Read Me**

The **characters** are the people or animals in a story.



B (ii) Ask students to read the given text with correct pronunciation. Tell them the concept of characters.



Write the names of the characters mentioned in the passage.

Which is your favourite character, and why?

**iii. Read the lesson again and fill in the blanks with the correct options.**

- Asad and Maha are making a card to give it to their \_\_\_\_\_.  
i) friend                                      ii) father  
iii) mother                                    iv) cousin
- Maha draws some beautiful \_\_\_\_\_ and a cake on the card.  
i) flowers                                      ii) balloons  
iii) animals                                   iv) fruits
- \_\_\_\_\_ writes birthday wishes inside the card.  
i) Adnan                                        ii) Amir  
iii) Maha                                        iv) Asad



## C) Language Focus

### 1. Vocabulary Building

**i. Read the given words with their meanings.**

fold	bend over
half	either of the two equal parts
excited	showing happiness



B (iii) Encourage students to read the lesson again and circle the correct answers. C1 (i) Ask them to memorize the vocabulary words with their meanings.

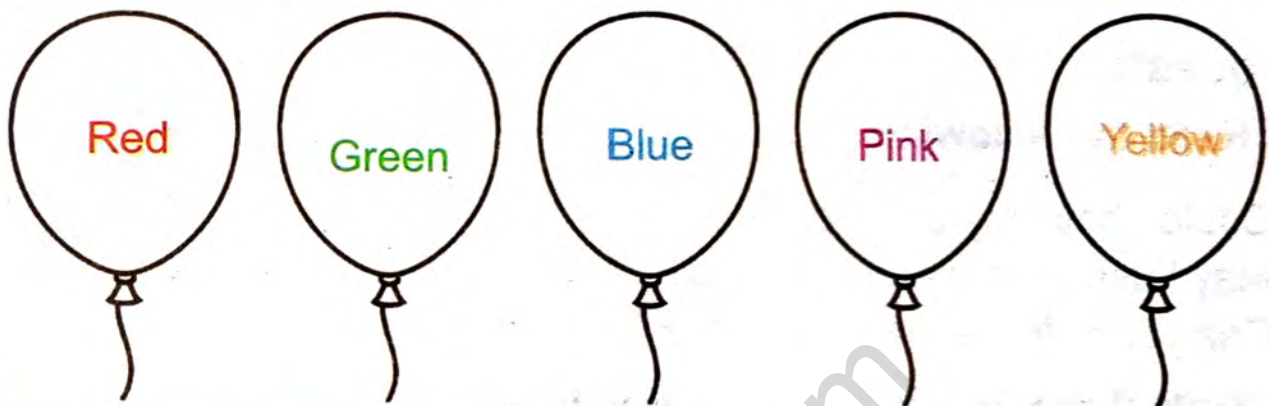


## Multi-step Directions

### ii. Following the given directions and make a collage.

#### Directions for the collage activity:

- Take red, green, blue, pink and yellow paper.
- Tear all them into small pieces.
- Paste each according to the given colours in the balloons.



## 2. Learning to Spell

### i. Read the given sight words.

four

green

jump

every

where

take

pretty

got

### ii. Fill in the missing letters to complete the words.

ex\_\_ited

\_\_ffort

be\_\_utiful

birt\_\_day

happ\_\_



B (ii) Ask students to follow the above directions. Guide them in completing this activity.



### 3. Grammar

#### Commands

##### i. Read these sentences.

- Do your homework.
- Stand up.
- Shut the door.

#### Read Me

When we ask somebody to do something, it is called a **command**. Usually, it starts with a verb and ends with a full stop.

##### ii. Write three commands in your notebook.

#### Requests

##### iii. Read the following sentences.

- Could I have my book, please?
- May I use your crayons, please?
- Can you help me finding my scarf?

#### Read Me

A **request** is an act of asking someone politely for something.

##### iv. Write three requests in your notebook.



### D) Writing

#### 1. Learning to Write

##### i. Look and read the given greeting card.



Dear Father,  
We love you a lot. May you have a long  
and happy life.

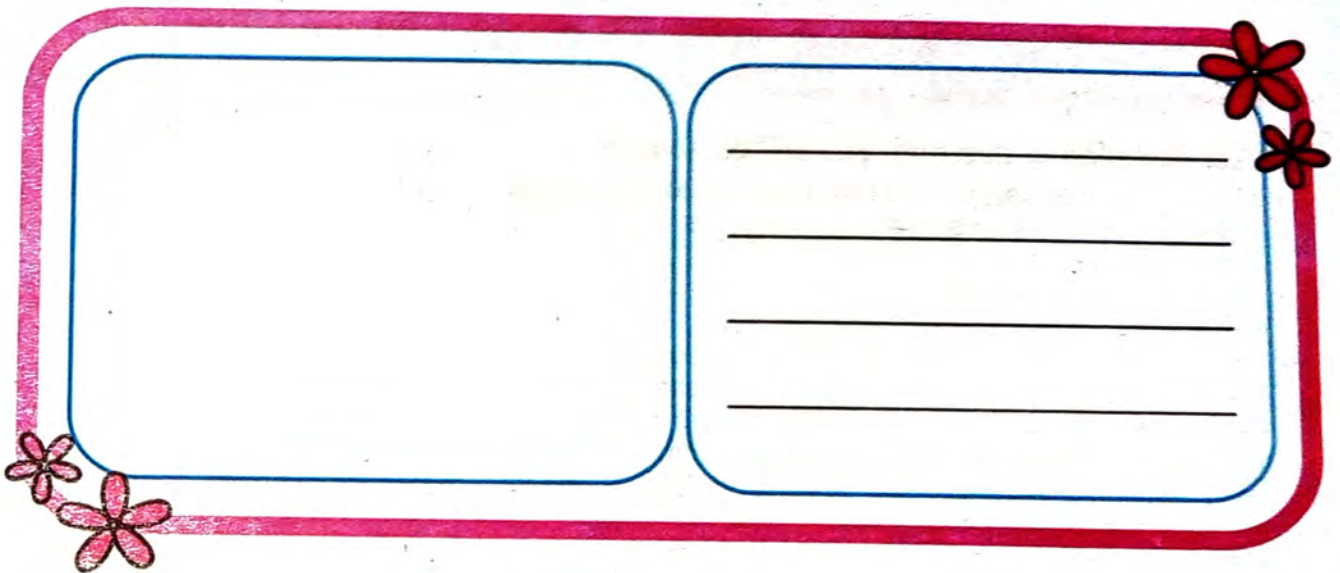
Best wishes,  
Maha and Asad



D1 (i) Explain the uses of greeting cards. Ask students if they have ever made a greeting card. C3 (iii) Introduce the concept of commands and requests to students. Ask them to practise these commands and requests orally in the form of a role-play. C1 (ii) Help students to follow the directions for the given collage activity.



ii. Now make your own greeting card for your mother. Draw a picture and write some good words.



iii. Write the following information on the back of your card.

Name: \_\_\_\_\_  
Phone Number: \_\_\_\_\_  
Address: \_\_\_\_\_

## 2. Creative Writing

Write a few sentences about your mother in your notebook.



D1 (ii) Ask them to share their experiences. Help them to make their own greeting card. D1 (iii) Ask students to write the names of the addressee and the sender with appropriate words. Encourage them to use punctuation marks and spelling correctly.



## Unit 12

# Seasons

### Learning Outcomes

**After completing this unit, you will be able to:**

- use pre-reading strategies to predict poem by looking at picture(s) in the text.
- respond to the text (post-reading) to express understanding of a story through pantomime and simple role play.
- recite poems with actions.
- comprehend simple poems read aloud in class.
- comprehend and respond to simple wh-questions.
- read and recite short poems or rhymes with actions.
- familiarize themselves with rhythm, stress, and intonation of English language.
- use appropriate body language for different communicative functions.
- read familiar words appearing on a variety of reading materials such as food labels, advertisements, coins and currency notes.
- identify punctuation marks in sentence (e.g, capitalization, comma, full stop, question mark, etc.).
- articulate, recognize and use some formulaic expressions to seek permission to do something.
- articulate and use simple rhyming words in writing.
- recognise and write rhyming words from a poem and write more rhyming words.
- fill in speech bubbles and cartoon strips with appropriate formulaic expressions or a simple dialogue.
- revise and edit written work for spelling and punctuation.







## Getting Started

Look at the pictures and try to find out the difference in the images. We wear, eat, and feel differently in different seasons. It all happens due to the movement of the earth. In the same way, trees change themselves with the seasons.



### Let's Talk

- What difference do you see in the leaves during different seasons?
- Is the environment different in these four pictures?
- Enlist and tell the differences in your own words?



# Seasons of the Year

## Pre-reading

- Which is your favourite drink in summer?

Here we go round the year again,  
The year again, the year again,  
Here we go round the year again,  
To greet the different seasons.

In the springtime, days grow warm.  
On the plants, the new buds form.  
Bees and bugs come out to swarm  
Because it is the spring.

Wintertime is time for snow.  
To the south, the birds will go.  
It's too cold for plants to grow  
Because it is the winter.

In summertime, the days are hot.  
Ice cold drinks, I drink a lot!  
At the beach, I've got a spot  
Because it is the summer.

Fall is here, the air is cool.  
Days are short, it's back to school.  
Raking leaves is now the rule  
Because it is autumn.

Here we go round the year again,  
The year again, the year again.  
Here we go round the year again,  
To greet the different seasons.

## Post-reading

- Did you like the poem? If yes, why?
- Which season do you like the most? Why?



Model reading of the poem with correct pronunciation and intonation. Encourage students to recite the poem with you. Explain to them that Allah (سبحانه وتعالى) made different seasons for us to enjoy. Every season has its own fruits and vegetables.

**Meish Goldish**





## A) Oral Communication

### 1. Learning the Sounds

i. Read the given words with correct pronunciation.

go

greet

plant

cold

short

bud

### 2. Learning to Speak

ii. Look at the given signs and read what they say.



Hello!



Woo hoo!



oh!

#### Read Me

Sometimes we use different body parts like face and hands, to express feelings and emotions.

iii. Do this activity with your family members. Ask one member of your family to make a gesture and ask the other member to guess it.



## B) Reading and Critical Thinking

### Reading Comprehension

i. Answer these questions.

- How many seasons are there in a year?
- When does it snow?



A2 (ii) Tell students that different body gestures convey different meanings. Gestures involve movement of face, hands or other body parts. Share more examples from the real life. (Role-Play) Divide students into two groups. Ask one member from each group to make a gesture and ask the other group members to guess it. Appreciate for correct answers.



ii. Read the words on the given brochure and note them down. Write a line about each season with the help of the pictures.




iii. Read the lesson again and fill in the blanks with the correct options.

- \_\_\_\_\_ is the time for snow.
  - i) Winter
  - ii) Autumn
  - iii) Summer
  - iv) Spring
- Days are short in \_\_\_\_\_.
  - i) Winter
  - ii) Autumn
  - iii) Summer
  - iv) Spring
- There are \_\_\_\_\_ seasons in a year.
  - i) Two
  - ii) Three
  - iii) Four
  - iv) Five
- In \_\_\_\_\_ time, days are hot.
  - i) Winter
  - ii) Autumn
  - iii) Summer
  - iv) Spring



B (ii) Tell the students that a brochure is an advertisement with different pictures and reading material related to a topic. Get different pieces of newspapers. Have them sit in a circle. Ask them to underline different words that they can read easily. You can use different food labels too.





## C) Language Focus

### 1. Vocabulary Building

i. Read the given words with their meanings.

greet	welcome
bud	a small growth that becomes a plant
form	grow

### Rhyming Words

ii. Read the given rhyming words.



#### Read Me

Rhyming words are the words that have the same ending sounds.

iii. Read the poem and circle pairs of rhyming words. Use a pair to make sentences of your own.

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### Word to Ask Permission

iv. Read and practise the given dialogue.

**Sami:** Can I use your pencil?

**Mohsin:** Yes, why not!

**Sami:** Thank you very much.

#### Read Me

We usually use **can** and **may** to ask permission.



C1 (i) Tell students to learn the meanings of the given words. C1 (ii) Have them recall the concepts of rhyming words by sharing some examples. (iii) Share more sentences using 'can' and 'may'.



Mohsin: Excuse me! Can I say something?

Ali: Sure.

Amna: May I have your attention, please!

Faiqa: Yes.

## 2. Learning to Spell

### Sight words

i. Read the given sight words.

think

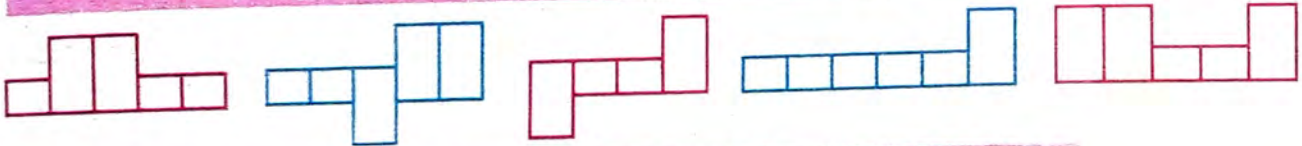
around

good

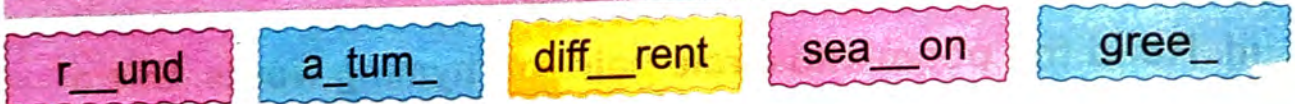
right

after

ii. Write each sight word in the shape box that fits it.



iii. Fill in the missing letters to complete the words.



## 3. Grammar

### Question Words

Read the following questions and answer them.

- Where do you live?  
\_\_\_\_\_
- Who is your favourite teacher?  
\_\_\_\_\_
- In which months do you have your summer holidays?  
\_\_\_\_\_

#### Read Me

'where', 'who' and 'which' are **question words** we used to ask questions.



C3 Ask different questions using wh-words about different seasons and encourage students to respond. Have them share their thoughts.





## D) Writing

### 1. Learning to Write

i. Read the given poem. Find pairs of rhyming words and copy them. Add one rhyming word of your own to each pair.

Spring is here.  
Spring is there.  
Goodbye, snow.  
Flowers grow.  
Birds and bees.  
Leaves on trees.

ii. Write a short dialogue between two friends about their favourite seasons. Give reasons for their liking using the word bank.

flowers

birds

chirping

snow

fall

leaves



### 2. Creative Writing

Write a paragraph on your favourite season in your notebook.



D1 (I) Ask students to read the given poem again and copy the rhyming words in the given spaces. Encourage them to write one more rhyming word for each given pair. D1 (II) Encourage and help students to revise their written work for layout, legibility, spellings and punctuation.



# Review 4



## A) Oral Communication

### 1. Learning the Sounds

Read the given words and write them in the columns:

ants

birds

boxes

books

watches

friends

/s/	/z/	/iz/

Look at the given pictures and write what they say.



Make pairs of students and ask them to describe their school and classroom.



## B) Reading and Critical Thinking

### Reading Comprehension

Answer the given questions.

- How did the ant fall into the river?
- What is your favourite season?
- What things do we need to make a greeting card?





## C) Language Focus

### 1. Vocabulary Building

Read the given words and write their meanings.

half

excited

scream

greet

Circle the commands in red colour and requests in blue.

- Can I use your book, please?
- Shut the window.
- Sit down.
- Listen to me.
- May I go outside, please?

Write questions using the given question words in your notebook.

what

where

which

Rewrite the given sentences with correct punctuation and capitalisation in your notebook.

yes you are right

ali likes pizza burger and fries

he can speak english urdu and arabic



## Writing

### 1. Learning to Write

Write a short dialogue between two friends about their favourite foods in your notebook. Also give reasons for their likes.



## Authors Profile

### Ms Naheed Ahmed

Ms Naheed Ahmed is privileged to have a diversified experience of teaching, training, mentoring, and book writing for almost two decades. For the past 7 years, she has been serving as content head and Senior manager of Research and Development. She has other degrees in her hand but M.A TEFL makes her prominent in the field of education. She herself, has written many books on her own accord and many Series have been written and published under her supervision too. She has also been a part of other government projects for the development of curriculum and textbooks at various levels including the development of a Single National Curriculum (SNC) and the development of English Primary Series (2018) for the Federal Directorate of Education.

### Ms Shazia Manzoor

Ms Shazia Manzoor has been providing services in the field of education for the last 8 years. Her MS in Management from UET, Masters in English and B.Ed. from Education University, Master in Information and Operation Management from Punjab University, PGD in TEFL from AIOU altogether with her versatile experience has enabled her to create multidiscipline materials for students. She has a rich experience in curriculum and textbook development. She has also got an opportunity to work with government bodies for the development of curriculum and textbook at various levels including the development of Single National Curriculum (SNC) and the development of English Primary Series (2018) for the Federal Directorate of Education.





# Khyber Pakhtunkhwa Textbook Board

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## TEXTBOOK FEEDBACK FORM

S#	Statement	Remarks
1.	Overall the book is interesting and user friendly.	
2.	The language and content of the book is age / grade appropriate and the content is free of grammatical and punctuation errors.	
3.	Content is supported with examples from real life / culture.	
4.	Contents / texts are authentic and updated.	
5.	Pictures / diagrams / graphs / illustrations are informative, relevant and clear if not, then identify them.	
6.	Activities, projects and additional work is suggested for reinforcement of concepts.	
7.	Assessment achievements are thought provoking and comprise cognitive, psychomotor and effective skills.	
8.	The textbook is easy to be covered within academic year.	

Page No.	Observation/comments	Suggested amendment along with rationale

General Remarks:

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Name & Address: \_\_\_\_\_

Contact No. & Email: \_\_\_\_\_



## قومی ترانہ

پاک سر زمین شاد باد      کشورِ حسین شاد باد  
تُو نشانِ عزمِ عالی شان      ارضِ پاکستان!

مرکزِ یقین شاد باد

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قوم، ملک، سلطنت      پائندہ، تابندہ باد

شاد باد منزلِ مراد

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